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Guidebook

FOR SOCIAL STUDIES BOOK A

Peter's Family

By PAUL R. HANNA

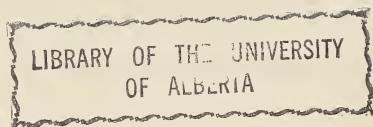
and GENEVIEVE ANDERSON HOYT

THE SOCIAL STUDIES PROGRAM
CURRICULUM FOUNDATION SERIES

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INTRODUCTION

A FUNDAMENTAL AIM of that school subject called the social studies is to assist children to understand and to participate effectively in group associations. The achievement of this aim is highly important, since our lives are mostly spent working and playing with people in groups. And the quality of living is to a marked degree dependent upon the types of adjustments we make to other people in these groups. Getting along with others is, like any behavior above the level of the reflex, a pattern of acting that has to be learned or acquired. The teacher of the social studies should constantly keep in mind this objective of helping pupils grow toward maturity in their associations with other people.

During a lifetime each individual holds membership in many groups. Primarily, the child belongs to a family, and his care during childhood and adolescence is largely dependent upon a family group. The child also finds himself a member of a school group, a neighborhood gang, a church club, etc. When he reaches maturity, many of the groupings of childhood and early youth disappear, and new associations are formed: work groups, political organizations, social or recreational groups, etc. Eventually, marriage and the establishment of a home bring still greater challenges for living successfully with others. Indeed, throughout life each of us associates with numerous groups, and much of the basic stuff of everyday living as well as our satisfactions comes from and through these contacts with others. Thus it can be demonstrated over and over that no lesson is of greater importance to our livelihood and our happiness than learning to live effectively in groups.

Peter's Family is the first in a series of social studies texts. The word *family* in the title gives a clue to the social studies content—content that deals with that human group of greatest importance to the child of beginning-school age. *Peter's Family* and this guidebook, which accompanies it, make available to teachers and pupils information and activities that will expand knowledge of home and family life.

Obviously the child who is old enough to enroll in school already knows more about living in a family group than he does about any other type of grouping. For the most part, however, this knowledge is largely restricted to his own immediate family and is mostly undigested or unorganized knowledge. Because

of the child's limited opportunity to see at close range many different family types, his picture of family life is made up almost entirely of incidents he has lived through in one family group. Further, it is only in the rarest family that parents have helped the child to analyze the activities of the different members of the family and to generalize about their responsibilities to other members of the group. For most children all the generalizing about and organization of their limited experience have yet to be done. And here is where the teacher and the textbook enter. *Peter's Family* is planned to extend and expand the child's personal experience in order to make him far more appreciative of the many benefits he receives as a member of a family and to develop in him better adjustments to home life.

The difference between this social studies book and a reader is found in the purpose for which the book has been written. The chief aim of this book is to organize for teacher and pupil the study of home and family life. This book will not have served its purpose if the teacher uses it primarily as a reader; that is, for the improvement of reading facility. The major objective will not have been reached until the child emerges from the study outlined in this guidebook more intelligent about home and family life and with a much better adjustment to his home group, whether it be small or large, urban or rural.

Peter's Family has a definite pattern which relates it to the series of social studies textbooks of which it is the first volume. The selection of topics is determined by the same set of basic human activities that operates throughout this textbook series. All societies of men, regardless of when or where they lived, have carried on certain processes or activities in common. These processes tend to cluster or group themselves around ten phases: (1) protecting and conserving human and nonhuman resources; (2) producing goods and services; (3) distributing goods and services; (4) consuming goods and services; (5) transporting goods and services; (6) communicating ideas and feelings; (7) expressing and satisfying aesthetic and religious impulses; (8) organizing and governing; (9) providing recreation; and (10) providing education. As the teacher becomes familiar with the stories of *Peter's Family* she will be able to note that the authors have used the list of basic human activities as a check list to insure the inclusion of the important functions carried on in family groups.

Like the other primary books of this series, *Peter's Family* is a story, a story with a realistic setting, about realistic characters who face realistic problems and solve them in a realistic manner. The problems of these characters are like those of all of us, problems of personal development and social adjustment.

In this respect, this social studies series parallels those texts designed to fit the modern health curriculum, which is placing increasing emphasis upon mental health, which in turn is dependent upon satisfactory social adjustment.

As the child advances into the middle and upper elementary grades, he meets a different kind of grouping of the social studies, including, but by no means limited to, geography, the study of man's environment and his coöperative efforts to master it; civics, the study of man's attempts to develop a system of coöperation; and history, the record of man's successes and failures so far in his geographic and civic enterprises.

As a prelude to these more impersonal phases of the social studies, the highly personal stories of this primary series provide the child with his first steps toward generalizations about coöperation, a constantly growing concept of which is as basic to academic success in the advanced social studies as it is to the even more important business of living.

This first book, on family life, is followed by *Hello, David*, which presents content and activities designed to help children in their adjustment to school life and the school neighborhood. The third book in the series, *Someday Soon*, is a study of city community workers and the services for public welfare which communities offer. *New Centerville*, the fourth book, develops problems of neighborhood associations in rural communities and the interrelation of city and country life. Thus there is a natural progression, from the home, to the school, to the neighborhood, and to the community, through which the pupils are guided as they learn to understand and to participate effectively in progressively larger groups of people.

Peter's Family is organized into five units, the first of which, "The New Baby," presents an opportunity to learn more about the arrival of a new member of a family.

The second unit, "The Family Works," presents typical responsibilities of various members of the family and introduces a series of workers from outside to show the interdependence of home life and the neighborhood: the milkman, the postman, and the eggman all contribute their services and goods to the family.

The third unit, "At Grandfather's Farm," presents the home life of the farm. On the farm, all the members of the family group work together throughout the day; each has his own responsibility, and children can share in much of this work.

The fourth unit, "The New Home," presents in narrative form many features of a typical middle-class American home.

The fifth and final unit treats of recreation for the family. "Fun at Home" shows the White family playing together outdoors and indoors.

The authors realize that other units could have been developed around additional themes of home and family life. The teacher will wish to carry out with her class a unit of work which includes as many aspects of family life as will challenge the pupils and contribute to their own homes. The five themes treated in this book should not be thought of as exhaustive of the substrands of a major unit of work on family life. But within the covers of *Peter's Family* and within the text of this guidebook, a teacher will find abundant suggestions that can be adapted to her own class situation.

Again the authors stress the major objectives of this first book in the social studies series—the aim of helping children understand and therefore appreciate their homes and their families and of giving children opportunity and guidance in practicing those skills and attitudes which are essential to harmonious living in the family group. Because the habits and attitudes to be formed operate largely in the home, it is not feasible for the school to attack them directly. Rather the stories about Peter are adopted as a point of departure in enriching the pupils' experiences concerning home life, in clarifying their understanding of family relationships, and in stimulating them to adopt appropriate attitudes and habits and to make appropriate adjustments.

To attain the understandings desired, the activities of *Peter's Family* should be compared with and interpreted in the light of the children's personal experiences. This means that the reading of the stories should be supplemented and followed by much discussion, including many questions by both pupils and teacher. Clear understanding of the significant facts and relationships discussed is more important than the number of pages read each day.

To aid pupils in making desirable adjustments in their home activities and in acquiring the habits and skills essential to harmonious family living, two steps are essential. Through class discussions and personal conferences the teacher may help pupils identify desirable things to do and guide them in planning ways to achieve progress. In this connection, the more widely teachers are acquainted with the family conditions and relationships of their pupils, the more helpful they can be. In final analysis, however, satisfactory progress cannot be made without the coöperation of the home. It is desirable, therefore, that parents understand what the school is attempting to achieve and the ways in which the home may make use of and strengthen the understandings and habits stimulated in school. The school's program can be enriched and the discussions made more pointed through reports of children's problems at home by their parents.

LESSON PLANS

General Suggestions

IN GENERAL the procedure for developing the lesson plan in connection with each story in *Peter's Family* includes: (1) preliminary activities and discussion related to actual experiences of the child and (2) presentation of new words and guided reading of the story. Many suggestions for parent coöperation are given also.

Since *Peter's Family* is primarily a social studies textbook, vocabulary should not be overemphasized. The vocabulary list on pages 124 and 125 of *Peter's Family* will aid the teacher in noting the new words which should be introduced. The vocabulary burden is small, especially if the Basic Primer, *Fun with Dick and Jane*, has been used. If the teacher has been using this Basic Primer, she may introduce the new words according to the method outlined in the *Teacher's Guidebook for Fun with Dick and Jane*. If she has not used the Basic Primer, she should observe carefully the method used in the first lesson plan in this guidebook.

During the reading of the stories in *Peter's Family*, the amount of guidance necessary will depend upon the reading ability of the class. With some groups the teacher may need to guide the reading page by page. With others, two pages or even a whole story may be read as a unit. Care must be taken that poorer readers are not excluded from full participation in discussions growing out of the stories. This can be accomplished by such procedures as having material reread aloud before full discussion of it, by teaching children to secure information from the pictures as well as from the text, and by encouraging discussion of personal experiences similar or related to the ideas and concepts embodied in the various stories. The teacher should, of course, feel free to adapt the suggestions in this guidebook to the needs of her class.

The activities and discussions that precede and accompany the reading of the story are highly important, since the development of desirable attitudes, appreciations, and understandings should be the major purpose of the reading of *Peter's Family*. In all discussions an attempt should be made to build an understanding of the family as an integral part of our social structure, of the way in which the family functions in our society, and, finally, of the child's own

place as a member of the family. Full advantage should be taken of every child's response which leads, or which can lead with some expansion of the ideas, to the development of desirable attitudes.

The teacher will strengthen her understanding of the children in her class and will gain an increased insight into their problems by observing carefully their reactions and responses during discussions. She might well have a note pad at hand on which to write down significant observations. The understandings she gains will enable her to help the children face the problems of their adjustment to the school group and to their home situations.

In addition to sympathetic guidance of the child in meeting his problems, the teacher should encourage the parents to work with her. She should, whenever necessary, seek opportunities to talk with them about causes for a child's failure to adjust successfully. In such conversations with the parents, the teacher should be sure that they are at ease and should get them to talk freely about the methods of training which both she and they have been using. As she talks with the parents about some of the things she is attempting to do, she will gain invaluable help in understanding the child and in making her program suitable to his needs. She should avoid inflicting unwanted advice upon the parents, but should work with them to find desirable patterns of action which can be carried out both at home and at school. Through such conferences the teacher should gain the confidence of the parents, a confidence which in many cases may be passed on from parent to child. By seeking advice as well as offering it, by encouraging discussions among groups of parents, and by commenting upon the evidence of excellent social adjustment that she has noted in children and seeking information from the parents as to the kind of home training responsible for it, the teacher may win the confidence of many a parent who might otherwise prove uncoöperative.

The lesson plan on pages 11 to 13 is fully developed and gives detailed suggestions for preliminary activities and discussion and for the guided reading of the first story. The lesson plan also contains suggestions for parent-teacher coöperation in dealing with the family-relationship problems of children in the group. Condensed plans for the remaining stories follow. These plans point out the most important concepts to be gained but do not give detailed suggestions for procedure. They also mention possible outcomes and implications for parent coöperation.

Each lesson plan suggests discussions or activities which may take some time to carry out. Thus the work in connection with each story may be of several days' duration.

UNIT ONE

The New Baby

Preliminary Activity and Discussion

Before introducing this first unit of *Peter's Family*, the teacher should initiate a study of home and family life. She might begin by having each pupil start making a book about himself and his own family. First, he might bring snapshots of himself and other members of his family from home or draw pictures of himself and his family. He might even cut pictures from magazines to represent the various members of his family. Later each child might dictate brief stories to accompany the pictures. Gradually, as the study of *Peter's Family* progresses, various stories and pictures can be added so that the book is a growing, developing piece of work.

To introduce *Peter's Family* in a meaningful way, the teacher should take advantage, if possible, of actual experiences that have taken place recently in the lives of the children in the class. Some examples of happenings which might be discussed are: the arrival of a new baby brother or sister; moving into a new home; the use of equipment in the classroom to stimulate such dramatic activities as playing house, caring for dolls, etc. Give children opportunities to talk about such home experiences and to draw and paint and dictate stories about them.

Enrich the discussions by talking about the following: "How many of you have baby brothers and sisters? What are their names? Tell us about them or about babies you know in other families. What do they look like? How do they play? How does Mother care for them? Where were you when the baby was born?"

Give the children additional opportunities to work on their books about themselves and their own families. This time they might put in pictures and stories about their baby brothers or sisters or babies they know.

When copies of *Peter's Family* are introduced, the teacher might say, "You are making a book about yourself and your family, and here is a book about some other children and their family. The name of the book is *Peter's Family*." Write the title on the blackboard as you say it and then have the children find the title on the book cover. Ask such questions as "What do you see in the picture on the cover? Which one do you think is Peter?" After giving the children an opportunity to guess, explain that Peter is the baby and the other children are Tom and Susan, his brother and sister. Then ask, "What do you think is the most important thing that has happened in Tom and Susan's family lately?" Lead the children to make the response, "A new baby has come to their house."

To present new words and phrases in a meaningful way, the teacher may use the procedure outlined below. As she is talking, she should write the italicized phrases on the blackboard. She might say, "*Tom and Susan* went to visit *Grandmother and Grandfather*. Grandmother and Grandfather *have a home* in the country. Tom and Susan had fun there. But after a while they *wanted to go home*. They wanted to see Father and Mother." Then, to be sure the children can recognize the new words in the above phrases, ask questions which can be answered by the phrases, such as "What are the names of the two children?" Have the children answer by finding and framing the phrase *Tom and Susan* on the blackboard. They may frame the phrase by enclosing it with both hands.

To develop important concepts further, use the following procedure throughout the reading and discussion of the story:

Something New (Pages 6-9)

Pages 6 and 7 . . . Say: "Tom and Susan are just coming home from their visit in the country. Look at the picture on pages 6 and 7. Who do you think are taking Tom and Susan home?" After the children find and read the title of the story, have them read pages 6 and 7 silently. Then ask, "How do Tom and Susan feel about getting home again? How can you tell they are happy?" Have the children find and read the line, "It is fun to come home." Then ask, "How do you know that Mother and Father are happy, too?" Direct attention to the picture showing Mother and Father rushing out to meet the car.

Page 8 . . . Call attention to the picture and ask, "What does this picture tell us?" Elicit the response that everyone is happy and say, "Mother and Father are happy about something else, too. What do you suppose it is? Read this page and see if you can find out." After the silent reading, say, "Was your guess the same as Susan's?" "How do you know Susan thought that it was a new baby?" Direct attention to the line, "This family wanted a baby." Emphasize the idea that the whole family wanted the baby.

Page 9 . . . Ask, "Do you think that Susan's guess was right?" Have page 9 read to find out. Then ask, "Who do you think was almost as excited as Tom and Susan?" At this point, give the children opportunities to tell about their grandparents. Discuss the idea that they are part of the family, too.

Conclude the lesson by having the children in the class compare experiences they have had with those described in the story.

Throughout all the discussion in connection with this lesson, the teacher should note each child's attitude toward the younger members of his family. Does he tell of them spontaneously and joyously? Would he apparently rather not talk about them at all? Does he display a resentful feeling?

Implications for Parent-Teacher Coöperation

Often children are poorly adjusted or are behavior problems because their security in the family circle has been threatened by the coming of a new member, who apparently is now the most important person in the family. The parents may not have prepared the child for the new baby; they may not have taken him into their confidence. He should have been prepared for the way he would feel. As a result of his failure to understand his jealousy,¹ the child may be resentful, suspicious, spiteful, or cruel, and because of these emotions even become destructive.

If the teacher does discover any such behavior clues during class discussions, she can help the child to a certain extent through the use of the *Peter's Family* story. Because the situation presented is so wholesome and normal, the troubled child can be led to see his own problems in a different perspective.

The teacher should use the clues also as a basis for seeking parent coöperation. Either at a conference² especially arranged or at a regularly scheduled conference, she should talk with the parents to tell them what she has observed and what she believes is resulting and why. She should also get their reactions and discuss possible solutions for their particular problems. She should be very careful, however, not to be too sure her observations have provided her with enough information. She should avoid giving the parents any sense of inadequacy or shame. If, when she has a conference, she finds that her observations have been accurate, she should help parents realize that such problems are common to many families and that mutual understanding and working together can go a long way toward reaching a solution. After all such conferences, the teacher should check with the parents at frequent intervals to see what progress is being made. A brief telephone conversation will be adequate in most instances.

A Big Family (Pages 10-12)

Begin the study of this story by having the children tell about their own families. List on the blackboard the members of various families represented by the group. Through conversation, help children feel that their families are composed of those who love and care for them. Children should feel that they are a part of a real family unit, even if grandparents or other relatives have assumed the rôle of parents. The child from a large family should be made to feel that he has many opportunities for sharing experiences and possessions. The adopted child should be made to feel that his parents wanted him so much that they chose him.

¹ Dorothy Baruch, *Parents and Children Go to School*, Chicago: Scott, Foresman and Company, 1939, pp. 230-235.

² *Ibid.*, pp. 76-97.

The teacher should approach class discussion of home and family relationships with understanding of and sympathy for individual children's home backgrounds. She should avoid focusing attention on any family situations which might embarrass or distress certain children in her group. Most children come from happy homes. Those who come from troubled homes present a special challenge to the teacher who is attempting to give children an understanding of happy family life.

After telling about their own families, the children might continue with the making of their books. They might include individual or group pictures and stories of the members of their families.

Have the children read the story to find out about Tom and Susan's family. Then, after the guided reading of the story, extend the discussion by asking, "How do people in a family change from year to year? In the story what did Grandfather say about the baby? What do you think will be some of the things that will happen to the baby as he grows? Tell us about some things that have happened to your brothers and sisters." Then say, "We will see, as we read the rest of this book, what happens to this baby."

During the discussions, the teacher should study each child's reactions and responses for indications of unhappiness in home relationships. The teacher may need to deal individually with certain children to clarify their concepts of family life and to help them solve their own particular problems.

A Name for Baby Brother (Pages 13-16)

This story can be the basis for a good discussion of names, a matter of utmost interest to every child. Choose some children to tell their full names and write them on the blackboard. Then have them tell the full names of others in their families. List the names by families. Point out that each family has a last name which is common to all members of the family. In addition, each member has a first name, or given name, which is chosen for him by the other members of the family. Have the children find out how their own names were chosen for them.

Encourage the children to dictate stories about their names for their books. If there is a doll in the schoolroom, have the children choose a name for it.

Then say, "How do you suppose Tom and Susan's family chose a name for the new baby? Let's read to find out about it."

After the reading of the story, extend the discussion by asking, "Who wanted to choose the name for the baby? Who do you think was the best one to do the choosing? And that is what Tom and Susan thought, too." A discussion of Mother's choice will help boys and girls grow in their understanding of the fact that each member of the family has particular spheres in which his

wishes should be respected. Lead the children to see also the desirability of an attitude of good humor and mutual consideration in adjusting family differences.

Something for Peter (Pages 17-19, Work Page 20)

Most children readily acquire habits and attitudes that are selfish and acquisitive and must learn to share with and to consider others if they are to be successful in group living. This story, with direction and discussion, can help them develop a good attitude of mutual helpfulness within their own family group.

Encourage the children to tell about gifts and surprises that have been planned in their own family groups. Say, "Tell about some gifts you have received. Does everyone in your family always get gifts at the same time? Why not? What are some times we shouldn't expect to get gifts? Tell about gifts you have given to others in your family." Then have the children draw pictures and dictate stories for their own books about gifts they have received and gifts they have given. In connection with this lesson, too, the children might plan to make some gifts for members of their families.

Then say, "One day, when Peter's father came home from work, he was carrying a big package. What do you suppose was in it? Let's read the story to find out about the package and whom it was for."

After the story has been read, ask, "How did Tom and Susan feel because Father had brought nothing home for them? How did they feel when they realized that the auto bed meant that Peter could go riding with the family?" Point out that all the family derived enjoyment from giving enjoyment to Peter.

Then the teacher may use work page 20 as a focal point for discussing other things which are suitable for Peter. Develop the idea that each member of the family has different needs—what would be good for Peter wouldn't do at all for Tom, etc.

The teacher may emphasize with parents the desirability of giving the child opportunities to participate in planning pleasures for other members of the family. In this way the child is likely to become increasingly considerate of others, and in addition he will be able to sense the satisfaction that comes with sharing.

Summary of Unit One

To summarize the unit, have the children read the stories they have written and show the pictures in their books about themselves and their families. Then have them read work pages 21 and 22, answer the questions, and discuss the pictures. Encourage the children to tell a little about each member of Peter's family and help them see that each one contributed to the happiness of the family. Emphasize again the fact that the family liked to do things together.

UNIT TWO

The Family Works

Preliminary Activity and Discussion

The concepts of this unit are built around two groups of workers, those within the family itself and those from outside the family who by their services save work for the family members. As to the first group, two erroneous concepts may be found among the members of the class. The concept of work held by some children may be so closely identified with money-making that they may consider Father the only worker in the family. Others, whose concept of work is limited to the performance of household duties, may think of Mother as the only worker. The concepts to be established, of course, are that there are many kinds of work, that some kinds are done by one person and some by another, and that some kinds are shared by all members of the family.

The children should be led to see that the purpose of work is to provide for the comfort and general good of the family as a whole. A discussion of the work done in each child's home will bring out the fact that responsibilities differ more or less from family to family. For example, the family in which both parents are income-producers is likely to have a different division of household duties from that of the family in which the father is the sole breadwinner.

The pupils may be encouraged to continue with the making of their books (see page 11), this time adding a chapter on the work done by different members of the family and by outsiders who serve the family. They also may make individual scrapbooks or work coöperatively on a wall chart showing different kinds of work done in the home by fathers, by mothers, by children, and by servants. Pictures, either cut from magazines or drawn by the children themselves, showing the occupations of the fathers and income-producing mothers may be posted on the bulletin board. Class discussion of the different occupations represented should be directed to bring out the interdependence of all these types of work.

The contribution made to the family comfort and general good by such outside workers as the various deliverymen, the postman, the garbage collector, etc., can perhaps best be made apparent to children by having them tell of the work the family members themselves would have to do if these helpers were not available.

The children will also be able to dramatize or pantomime activities of their own in two categories: (1) useful work done by children themselves and (2) actions which result in needless extra work for other members of the family. The children should see that they, like the helpers from outside the family, can save work for Mother and Father. The dress that does not get soiled and the

shirt that does not get torn save Mother just as much work as if the child actually did the washing and mending for her. The skate key that does not get lost saves Father just as much money as if the dime to buy a new one were actually earned by the child.

Once the children have entered into the spirit of this work unit, the teacher may re-introduce *Peter's Family* by saying, "The people in Peter's family work, too. The next part of the book is called 'The Family Works.'" Have the children recall and list the members of Peter's family. Ask, "What work do you suppose each one in Peter's family does?"

Good-by, Father (Pages 24-26, Work Pages 34-35)

In the discussion of this story, the teacher should lead the children to see that work by all members of the family is desirable and contributes to the welfare of the group. Encourage the children to tell about the work their fathers or other family members do to earn money. Discuss how the money buys food, clothing, and shelter. Lead the pupils to understand how necessary work is if the family is to be kept together and provided with the things it needs.

After reading work page 34 and talking about the ideas presented, discuss the importance, too, of the work mothers do to maintain their homes. Bring out the fact that money is not the only standard by which to judge contribution to home life.

Then center the conversation around child responsibility in the home by having the children answer the questions on work page 35. Encourage the children to tell of all the things they do to help with the work of their homes. Keep the conversation realistic by discouraging exaggerated accounts.

The teacher may discuss with parents the value that results from giving the child a share in maintaining family welfare. In most homes a small child can be responsible for such simple things as putting dishes away, caring for pets and toys, bringing in the newspaper, hanging up coats, caps, etc.

In connection with the discussion of parents' work, it is possible that the teacher will discover cases of neglect. Sometimes, when it is necessary for both parents to work outside the home, the child is inadequately cared for during the hours he is not at school. And at school he perhaps will be listless and inattentive or constantly seeking attention. If this state of affairs is discovered, the teacher can sometimes improve the situation by having a talk with the parents. If the parents cannot remedy the home situation, the teacher may help by suggesting agencies or individuals that serve the community by caring for the children of working parents. Or suggest a plan whereby several parents in a neighborhood share in the care of boys and girls during out-of-school hours. Help children plan activities for their leisure time also.

Jip Makes Work (Pages 27-29)

This story tells how Susan and Tom take the initiative in assuming the work of caring for Jip. Lead the discussion so that the children realize that no one had to tell Tom and Susan to clean up the dog's muddy tracks. Many children like to have pets and like to talk about them, but often they must be taught the desirability of helping train and care for these pets. Have the children suggest things they themselves could do at home without being told. Help them recognize, though, some tasks that might be dangerous for them to do without supervision; e.g., making a fire, cooking, etc. For further emphasis, select from the responses those incidents which display how much children can do to help. The teacher should aid boys and girls in developing a sense of responsibility.

The teacher can help parents as well as children see the desirability of acquiring this sense of responsibility. For instance, she may learn of an only child who would be greatly benefited by having a pet to be responsible for and to care for. Perhaps his parents have not thought of the value which the child might derive from such an experience, but only of the nuisance that having a pet entails.

Tom and Susan Help (Pages 30-33)

The most important concept underlying this story is that helpfulness and coöperation are an integral part of family life. To be helpful, children must sometimes put aside pleasures for duties. The story and the illustrations will aid in developing this concept. Through discussion, help the children see that unhappiness results when family members quarrel. Usually a quarrel can be settled to the satisfaction of all by calmly and sensibly talking over the difficulty. To illustrate, have the children recall how differences which have arisen in the classroom have been settled amicably. Encourage the pupils also to tell how such situations between brothers and sisters have been worked out at home. As the boys and girls tell of their experiences, they will realize that every family has problems which the members must work out together—that problems are not peculiar to their own homes. This realization will enable them to see more clearly the need for mutual helpfulness.

If the teacher should note evidences of lack of coöperation between children in families, she may be able to make suggestions to parents concerning techniques useful in working out these problems.¹ Some of these are: maintaining a calm manner and talking over difficulties which arise; giving each child the sense that he is an important part of the family circle; seeing that each child has an opportunity to play alone occasionally; and providing the child with interesting and varied activities.

¹ *Ibid.*, pp. 212-213.

Jip Sees Friends (Pages 36-40, Work Page 41)

This is the first story which gives the child an opportunity to see how workers from outside the home contribute to the welfare of the family. In the story the workers are those who, because they bring goods and services to the home, are closely tied to the home life. Have the children tell what each worker does and how each one serves the family. Discuss what the family would do without such helpers. Then lead the children to see that friendliness and consideration should extend beyond the family. Develop the idea that an extension of mutual consideration adds to the feeling of warmth, security, and well-being which should pervade the home.

Work page 41 may serve as a lead for a discussion of all the workers who come to the pupils' homes. Have rural children tell of workers they have observed on city visits. As the children tell what each worker does and how he helps the family have a better life, they will begin to glimpse the pattern of man's interdependence.

In addition, have the children dramatize situations they have discussed. Help them select for dramatization the incidents which emphasize the qualities of courtesy and mutual helpfulness.

Home from Work (Pages 42-45, Work Pages 46-47)

Another illustration of the happiness of a family whose members share both work and play is given in this story. Father and Mother recognize and appreciate the efforts of Tom and Susan. Their work is important, too, for they contribute in proportion to their ages and abilities. The teacher should develop these ideas in talking over the story with the children in her class. Then, as they tell of their actual experiences, compare the work that fathers do with the work that mothers and children do to help the family. Work pages 46 and 47 will help expand the ideas.

Use this story also to bring out the fact that a young child or baby makes more work for Mother. Since this is so, Mother has less time for the older children. If the older children share some of the extra work, Mother will have more time to spend with them.

With parents the teacher might point out the necessity for each child to feel that he "belongs." Suggest that, if Mother plans her work so that all family members share in doing it, she may be able to give an increased amount of time to older children. Even the act of sharing the work will help them feel that they are a necessary part of the family.

During the discussion the teacher perhaps will have an opportunity to note children who have too many or too few demands made upon them at home. The teacher can then help parents see the desirability of a balance of work and

responsibility.¹ Point out that rebellion, frustration, and a lack of confidence sometimes result from too much responsibility. On the other hand, it is important that every child be given some work that he is capable of doing. He can learn to be responsible only by being given responsibility.

Additional Work Pages 48 and 49 . . . As the children answer the questions on these two work pages, the teacher can help them understand the importance of money. Lead them to suggest other ways in which money helps a family. Discuss the necessities and luxuries the money buys. Give the children opportunities to dramatize the ways in which money is used: e.g., for buying food, paying for haircuts, etc.

Help parents see that they should not expect too much from a young child in respect to using money wisely. Help children to understand that parents are not a never-ending source of money.

Work Page 50 . . . Have the children discuss the means of transportation that fathers use to go to work outside the home. To those pictured in the book may be added all the other ways that the children know about.

Work Pages 51 and 52 . . . After the children discuss the illustrations, encourage them to suggest other types of work that fathers do. Have them tell about the work their own fathers do.

Summary of Unit Two

Review this unit by having the children discuss the work that each member of Peter's family did in the stories read. Point out in the discussion how work done by people outside the family contributes to its welfare. Emphasize again the necessity of work to unify and support the family.

¹ *Ibid.*, pp. 193-195.

UNIT THREE

At Grandfather's Farm

Preliminary Activity and Discussion

The type of preparatory activities to be selected by the teacher for this farm unit will depend upon the extent to which the children are already familiar with a farm community. If the school is a rural one, the teacher may assume that the concepts of the story will be known to the children, and she can open the unit by saying, "Tom and Susan are going to visit a farm. They do not know about life on a farm as well as we do. What are some of the things they will have to learn?" Then, as the reading of the story progresses, the teacher may call for comparisons of the story farm with the ones the children know.

If the children are unfamiliar with farms, a visit to one is of course desirable. The concepts to be developed are those of: (1) space: the distance between one farm home and another as compared with crowded city communities, and the space required for the pasturage of animals, the growing of crops, and the several farm buildings; (2) isolation: there are fewer outside-the-family helpers such as deliverymen, no nearby stores, theaters, or playgrounds; (3) financial independence: the money to support the family comes from products of the farm itself, not from an away-from-home business or vocation. These concepts may be developed through discussions of farm homes and city homes and of work that farm mothers, fathers, and children do as compared with work that city mothers, fathers, and children do. Children will be quick to note that the farm is the home for animals as well as people. They should understand that the animals help the farmer by providing food, as in the case of chickens, cows, and hogs, and by doing useful work, as in the case of horses and sometimes dogs. They should also understand that these animals must be cared for by the farmer and his family and therefore require work.

Both rural and urban children should realize the interdependence of city and farm life. Scrapbooks or bulletin-board displays may be made of farm products available in city stores. The dependence of the farm upon the city may also be shown by similar projects dealing with such city-made goods as clothing, farm machinery, and processed foods.

Away to the Farm (Pages 54-56)

Begin the discussion of this story by talking about the ways in which a farm home is different from a city home. Call attention to the part of the story that tells how the family traveled on and on through the country. This will help emphasize the comparative isolation of the farm. Direct attention to the illustrations which show the family traveling in an automobile. The pupils will

like to tell of trips they have made to farms, how they traveled, and what they saw on the way. Have them compare the things they saw in the country with the things they would see if they were traveling through a city. To clarify the reasons for this difference in the physical aspects of farm and city life, bring out the idea that farm animals and growing crops need much space. Elicit the fact that a farm is a home for many animals, as well as for people, and so more space is needed.

Then develop the concept that the home of grandparents is a secondary home environment for a child. Clarify the relationship of grandparents to children. Have the children discuss why they like to visit grandparents and let them tell some of the things they do on such visits.

Peter Sees the Farm Animals (Pages 57-60)

This story introduces some farm animals. Ask the children to name and describe the animals that Peter saw. List on the blackboard the names of the animals mentioned and have the children suggest any other farm animals they can think of.

Discuss the mother hens' reaction when a baby chicken seemed to be in danger. Then develop the concept that mother animals protect their young. Have the children describe scenes they have witnessed showing this. Through such conversation the solicitude of the children's own mothers toward babies will often be seen in its true perspective rather than as a cause for jealousy.

Follow by discussing ways in which helpless animals should be treated. Lead boys and girls to see that babies and small children sometimes do not understand the care necessary when playing with animals. Being able to understand may help give the pupils the sense of adequacy that comes with growing older and becoming more capable.

From the story the children also learn that hens produce food for people. Develop this idea further by discussing other animals that are food producers.

Point out that the money the farmer receives for his care in raising and keeping farm animals helps him maintain his home and provide his family with the things it needs.

Jip Helps Grandmother (Pages 61-63)

Although the story shows only one aspect of the home-keeping work of a woman on a farm, a type of work common to both city and country women, the teacher may use the story to initiate a broader discussion of the farm woman's work. The children have already talked about the work their mothers do to maintain their homes. Now have them compare this with the farm woman's work. Lead them to see which work is similar and which is different.

Help them understand some of the reasons for the differences. For example, the farm is comparatively isolated and is a business as well as a home; e.g., chickens must be fed, eggs must be gathered, etc.

In the amusing little incident involving Jip and the black hen, the children should be led to see that pets are useful even though they are not work animals or food producers. Encourage the children to tell of ways in which their own pets have been useful. The necessity for guarding and herding animals may be introduced and explained. Stress man's responsibility to the animals under his care. The teacher should help the child evaluate the true worth of his own pet and understand that it is a helper as well as a plaything and so deserves care and kindness.

Helping Grandfather Milk (Pages 65-69, Work Pages 64, 70)

Another aspect of the farm as a business is illustrated by this story. During the discussion the teacher should point up whenever she can the idea that the farm provides food and other materials for human consumption. In return for these materials, the farmer receives money. Talk about the experiences that Tom and Susan have when they go after the cows and encourage the pupils to recall similar incidents. Then focus attention on the work required in milk production, not only in the actual milking but also in the care and feeding of the cows.

Have the children note the pictures in the story which suggest the large land area often needed for the work of the farm family. Elicit from the children the reason why so much space is needed—to provide pasturage for large herds of animals, to seed many acres into crops such as wheat, corn, or cotton. Discuss also small truck farms and lead children to see why less space is needed there—to grow crops that do not require much land, to pasture only a few animals, etc.

Encourage the children to tell about the different kinds of farms they have seen and to compare them with the farm described in the story.

This story, the one preceding it, and work pages 64 and 70 help the child see some of the opportunities for work that farm life provides for children. These may be augmented by the actual experiences of the farm boys and girls in the class. Have them compare their work with that of city children and discuss the advantages and disadvantages of each.

Jip's Letter (Pages 71-73)

The differences between the farm and the city environments are further clarified in this story. Have the children discuss the way mail is delivered in their community and contrast that with the way it is done in the story. Stress the reasons for the differences. For instance, greater distances in the country

are suggested by the illustrations of the rural mail carrier's car. The children will be interested in the mailbox, can describe ones they have seen, and can explain the significance of the red flag.

The amusing letter received by Tom and Susan from their father returns the child reader to the theme of home as a center of happiness. Encourage the children to recall times when their parents have planned fun for them.

Throughout the discussion of humor, understanding, and good times with parents, the teacher will be enabled to gain a better insight into the backgrounds of the children in her class. Discuss with parents the importance of having children feel that "grown-ups are fun."

A Ride with the Chickens (Pages 74-76)

The preceding story developed the concept of mail service as a communication link between the farm and other homes. This story tells how the telephone also is a means of communication in the farm community. Center the discussion upon the comparison between telephone service in the city and in the country; discuss long-distance calls; and list the advantages and disadvantages of the telephone and mail as communication mediums.

The story also touches on the concept previously developed that the farm is a business as well as a home. Point out the importance modern roads and a good means of transportation have in contributing to the success of this business.

Riding in the truck to the city was high adventure for Tom and Susan. Encourage the boys and girls in the class to tell of adventures in their own lives. Select for discussion experiences which will lead the children to see the distinction between wholesome, stimulating adventures and vicarious, undesirable excitements. The teacher may be able to help the parents by discussing such problems in group meetings and in individual conferences.

Summary of Unit Three

Review the unit by having the children compare the farm in the stories with city homes. Compare this farm also with other farms. Emphasize again the fact that the farm is not only a home but a business as well, and discuss the work the farmer and his family do to earn money.

UNIT FOUR

The New Home

Preliminary Activity and Discussion

To a child the house in which he lives is the most inflexible of all his family possessions: the entire family must adjust to it. It is only when plans are made for selecting a new home, or for remodeling, that family needs and preferences influence the physical characteristics of the home. Here we have the familiar situation of the family which has outgrown its previously adequate home and seeks a larger one.

Desirable preliminary activities for this unit will include visits to houses being built in the neighborhood, a visit to a furniture store, the making of simple charts about the different kinds of workers who build houses, watching and reporting upon the work of the crew of a moving van, constructing a play-house, and making scrapbooks of pictures of houses and rooms.

To introduce the reading phase of the unit, the teacher may say, "At the end of the last story Tom and Susan were just going home. What do you suppose has happened to Peter while they were gone?" Have the children read the unit title, "The New Home," and then say, "What do you think these stories will tell us? Why do you suppose the family needed a new home? The stories will help us understand what parents look for when they choose a new home."

Father Wants a New House (Pages 78-79)

In the discussion of this introductory story the teacher should approach the comparison of desirable and undesirable housing in as objective a manner as possible so that no child will feel ashamed of his own home. She should stress throughout the discussion the fact that the people in a house are much more important than the house itself. A happy family can be happy even though living in crowded quarters. To illustrate this, call attention to the picture on page 78 which shows how crowded Peter's family is. Then ask, "How many people do you see in the picture? What do you see besides people? Does this family have enough room? Do they seem to be happy or unhappy about being so crowded?"

Crowded conditions and the lack of occasional solitude often make for irritability among family members. The teacher may stress with both children and parents the necessity for ingenuity in planning activities for a family when crowded conditions are unavoidable. Tolerance and patience are qualities that must be developed by all family members.

The New House (Pages 80-85, Work Page 86)

This story will help enhance the child's feeling of the unity and coöperation that exist in family life. In the story, unity and coöperation are evident in the way Peter's family, while searching for a house, tried to choose one which all would enjoy. Give the pupils an opportunity to tell about new homes they have moved into or about homes their families have built.

The story describes briefly some of the different kinds of dwellings within one community. Discuss the reasons for having the different kinds of buildings. List the advantages and disadvantages of each. For example, an apartment is more convenient for some people than a house, since such things as heating are taken care of. Elicit the fact that, on the other hand, a house usually gives a family more room than an apartment.

When discussing pages 82 and 83 and comparing the pictures, the children should note how care and neatness add to the desirability of a home. Lead them to see that some homes may be old and small but are beautiful because they are clean and well cared for. Help pupils see that the neighborhood includes schools, stores, and services as well as homes.

The child is also given another glimpse of workers outside the home. Enlarge upon the ideas presented on work page 86 by having the children tell more about each and by having them add experiences from their own backgrounds about other workers.

Again the teacher may be able to help a child who is unconsciously rebelling against undesirable living conditions at home by discussing with the parents ways of counteracting the bad effects of inadequate housing and lack of privacy. The family might plan activities that they can do together at times, and at other times make allowances for the privacy which everyone needs occasionally. Suggest also that perhaps just a corner be found for the child to have as his very own.

A Funny Ride (Pages 87-91)

Moving from one home to another brings up many problems. Center the discussion of this story around some of these problems. First, there is the physical problem of packing and getting ready. This is a busy time for Father and Mother, and they are likely to become irritable and nervous when children are underfoot. As an example of the tension which exists, even the dog in the story is uneasy as he senses some sort of change. As the children tell of actual moving experiences, discuss with them the ways in which they could be helpful at such a time. Parents, in their growing understanding of child responsibility, will see the value of relegating to the child certain parts of the work. He can do successfully such things as packing his toys.

Another problem to be met is the emotional one which comes when roots are torn up. The memories and associations built up around a home sometimes make it difficult for a child to face a new adjustment. If the parents submerge their own feelings and concentrate upon the happiness they look forward to in the new house, they may be able to avert disturbances upon the part of the child.

New Friends (Pages 92-96)

When a child finds himself in a new situation, he has an adjustment to make. This story tells how Tom and Susan met new friends, and how friendliness and courtesy helped bridge the gap of strangeness. The introductions were one example of this and the gift of the pet another. As the children in the class tell of new friends they have met, select for emphasis the experiences that point up the idea of friendliness and courtesy. Elicit suggestions of ways to make new boys and girls in the classroom and in the neighborhood feel comfortable and at ease.

The story will help children understand and respect authority. With characteristic impulsiveness children often accept gifts or do things which are unwise. The discussion of the happenings in the story will help the boys and girls in the class understand why a kitten might not be suitable in a family which has a dog. Elicit suggestions of other matters in which a parent's superior judgment should be trusted. Knowing that there is an experienced and sympathetic person to guide him will help give a child stability and emotional strength.

The teacher may suggest to parents that friendships outside the family circle are desirable in order to avoid too great a dependence upon other family members. Help parents see that they should encourage a child to have many friends and should make the home a place where his friends are welcome. By so doing parents will be giving their child the poise and assurance necessary for him to step out into the world later as a well-adjusted personality.

Work Pages 97-100 . . . Have the children answer the questions and discuss each picture. Point out that each room has a special use, that each is designed and furnished to carry out that use, and that in addition each room has beauty.

Summary of Unit Four

Discuss the stories in this unit by having the children recall the reasons for the family's decision to move. Elicit also reasons which might influence other families to move. Then have the children discuss the things they would look for if they were choosing a new home.

UNIT FIVE

Fun at Home

Preliminary Activity and Discussion

One of the greatest joys of home life for parents and children alike comes from the sharing of recreation. Happy indeed is the family which has found activities that can be enjoyed by all the members. By asking, "What games do you play at home?" the teacher may learn in which families the sharing of recreation is enjoyed. The children from these families will be able to suggest, explain, and demonstrate games and amusements in addition to those presented in the story. There should be abundant evidence from the class as well as from the story that grown-ups can be fun. Reports by the children on "How I taught my mother and father a new game" may result in improved child-parent relations.

To introduce the unit, elicit from the children experiences of family fun. Then say, "Do you think Peter's family likes the new home? Why is it a good home? Do you think the family will have fun there?" Have the children read the unit title, "Fun at Home." Then say, "What are some of the things you think the family will do to have fun? What would you like to do in the new house?"

Dinner in the Yard (Pages 102-105)

This story can do much to help children realize what good times a family can have. Point out how much fun it was for Tom and Father to plan and cook the dinner for the family. Lead the pupils to see that, in spite of the momentary disappointment because of the rain, the surprise Mother had planned added to and heightened the enjoyment. Develop the discussion further by having the children tell stories of special occasions planned by their families. Have them tell also of simple pleasures, such as the one in the story, which add to the fun of being together.

The teacher should look for evidences of too little participation in outdoor activities and too much passive recreation, such as that afforded by movies and radio. The parents can be helped to understand that too-frequent movie attendance and radio listening, especially to exciting programs, sometimes make children nervous and high-strung. The subject matter may not be suitable, and, just as important, the child will lose much time which should be spent in healthful, outdoor play.

Emphasize with parents also the need for contributing to family unity by planning for fun together. There are many times when just a little extra effort can help make an ordinary occasion an eventful one. Turning a supper into a picnic as in the story is an example.

Fun in the Play Room (Pages 106-108, Work Page 109)

The idea of the recreation afforded by a home as developed in the preceding story is further expanded in this story and on the work page. Encourage the children in the class to suggest other ways to have fun. Engaging in coöperative hobbies, dress-up play, and family parties are some examples. Discuss the pictures on work page 109 and emphasize that quiet times can also be enjoyable ones.

Stress with parents the need to encourage calm and relaxing recreation as well as the more active type.

Jip Plays School (Pages 111-115, Work Page 110)

As this story is read, discuss with the children the many things they can do by themselves to have fun at home. Call attention to work page 110 and talk about Jane and Susan's outdoor play. Compare this with Tom and Susan's indoor play as depicted in the story.

Tom and Susan have good equipment and plenty of space for play, as do many children. However, since others do not, encourage the pupils to tell of ways in which they can have fun by using the materials and space they do have available. Dress-up play, the use of packing boxes, and outdoor play at playgrounds are examples. Imagination and ingenuity should be stressed.

The story also suggests a desirable attitude to be developed in regard to the adjustment of differences between family members. Help the children see how Tom and Susan settled their potential quarrel, with Tom good-naturedly giving in. Suggest that next time Susan may need to accede. Compromise and give-and-take are necessary in any family among both children and adults. Use the lesson to develop an attitude of tolerance.

When the teacher discovers cases of friction between brothers and sisters, she perhaps will be able to help the parents. The provision of interesting activities and places to play often prevents friction from arising. A calm, sensible, and objective handling of friction when it does arise often helps overcome the difficulty.

Peter Is a Little Boy (Pages 116-119)

Start the discussion of this story by talking about Tom and Susan and their wish to participate in giving Peter a happy birthday. The attitude to be developed is that joy can be derived from planning pleasures for others. Have the children tell ways in which they have helped in such planning.

Encourage the children to tell of fun they have had in watching their younger brothers and sisters grow. Call attention to the way new abilities acquired by one of the family are noted and appreciated by other members.

Then center the discussion around the necessity for choosing wisely when planning enjoyment for others. In the story the choice was that of a fitting gift for Peter. Lead the child to see that a suitable gift is one that meets the needs and desires of the one to whom it will be given. Enlarge upon the idea to include the planning of other kinds of pleasures, such as surprises or parties for family members. The need for considering the individual is important on such occasions, too.

Parents can be helped to see the necessity for giving the child many opportunities for choosing and planning, for it is by such experiences that he develops the ability to use good judgment.

A Birthday for Peter (Pages 120-123)

This last story may well be used as the focal point for a review discussion. Lead the children to review all the problems that the family has had to face and the ways in which such problems were met.

This final story further illustrates the concept which has been built up throughout the book, that of family unity. The family celebration around which this story centers will serve to recall similar experiences to the boys and girls in the class.

Summary of the Book

From the study of this book, children will have gained an increasing appreciation of what a wonderful thing it is to be a part of a family. They should have a better understanding of the way in which the members of the family can work together to make a happy life for all.

The teacher also should have gained much knowledge from the discussions. Everything she has noted will help her understand the problems which face the children in her class. She, in turn, may use this knowledge on proper occasion to work with the parents to aid them in solving problems with their children.

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Peter's Family

A STUDY OF HOME LIFE

by PAUL R. HANNA *and* GENEVIEVE ANDERSON HOYT

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Illustrated by Charlotte Becker and Ellen Segner

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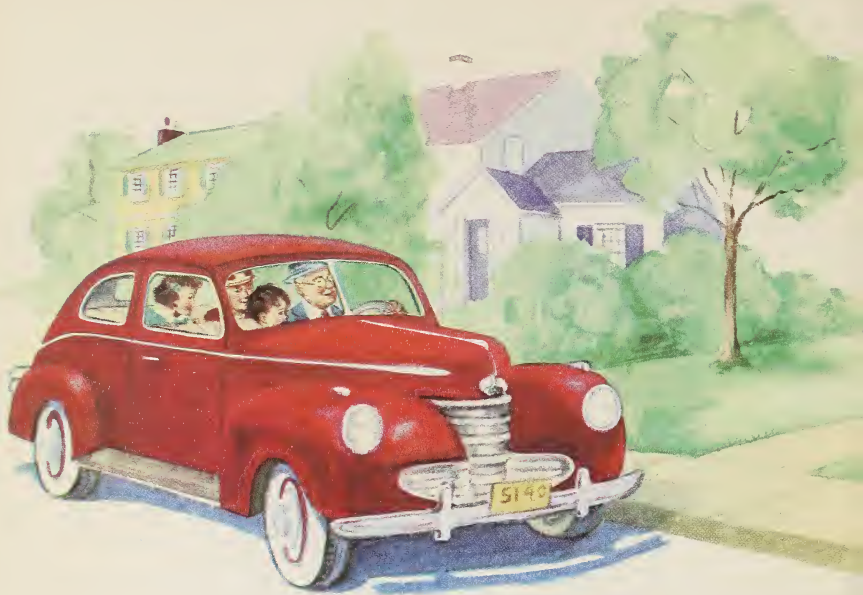
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The New Baby



Something New

"Here we are," said Tom.

"Here is the house.

We are home!

We are home!

It is fun to go away.

And it is fun to come home!"



"Look, Tom," said Grandfather.

"Look, Susan.

See Father and Mother."

"Here we are," said Tom.

"Here we are," said Susan.

"Oh, Mother!

Oh, Father!

It is fun to come home."



"Come in the house," said Mother.

"I want you to see something.

It is something little.

And something new.

It is something we wanted."

"Oh, Mother!" said Susan.

"Is it a baby?

This family wanted a baby."

"You will see," said Mother.

Tom and Susan went in the house.
Grandmother went in.
And Grandfather went, too.

“Look, Susan!” said Tom.

“Look, Grandmother!

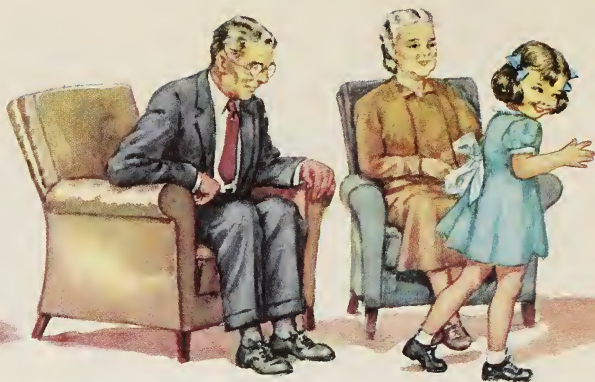
Look, Grandfather!

The new baby is here.

We have a new baby.

A new baby in this family.”





A Big Family

"What a pretty baby!" said Susan.

"What a pretty baby we have."

"It is pretty," said Tom.

"But it is little.

It is a little, little baby."

Grandfather laughed.

"It is little now," said Grandfather.

"But it will get big."



"Is it a sister?" said Tom.

"Is it a new little sister?

Do I have a new sister?"

"It is not a sister," said Mother.

"It is a brother.

Now you have a brother.

And you have a sister, too."

"Oh, oh!" said Susan.

"I have two brothers now!

A big brother.

And a little brother."

Grandfather said, "My, my!

What a big family!

A little brother.

And a big brother.

And a sister."

"And who is this?" laughed Father.

"Here comes Jip.

Jip is in this family, too.

Oh, Mother!

What a big family we have."

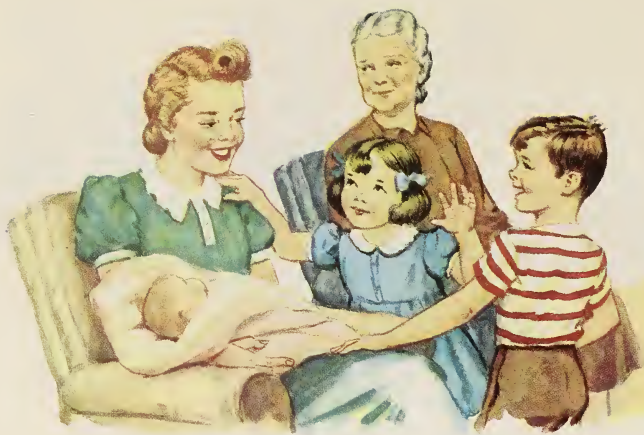




A Name for Baby Brother

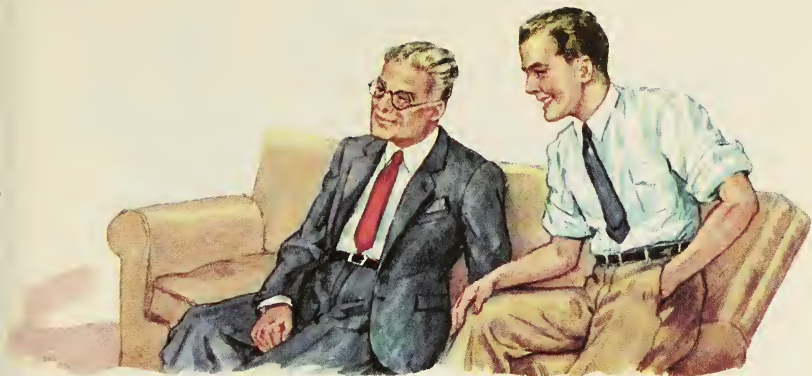
Grandfather said, "Come.
Come, Grandmother, come.
We will go home now.
We will go to the farm."

"Please do not go," said Mother.
"Do not go to the farm now.
We want you and Grandmother
to help name the baby."



Tom said, "I have a name.
I want to name the baby Dick.
Please name the baby Dick."

Susan said, "I have a name.
I want to name the baby Jack.
Jack is my friend.
And Tom's friend, too.
Please, Mother, please!
Name the baby Jack!"



Mother said, "What can we do?

We have two names.

Jack, Dick. Dick, Jack.

Two names for one little baby!"

Tom and Susan laughed.

"Oh, Mother," said Susan.

"What name do you want?

We want you to name our baby."

"Yes, yes," said Grandmother.

"We want you to name the baby."

Mother said, "I will name it.
I will name our baby now.
Father is Peter White.
I will name the baby Peter.
I will name it for Father."

"Oh, little brother," said Susan.
"You are Peter White.
And Father is Peter White.
Now we have two Peter Whites.
Two Peter Whites in this family."





Something for Peter

"Guess what I have," said Father.

"Guess what I have here."

"Is it something for me?" said Susan.

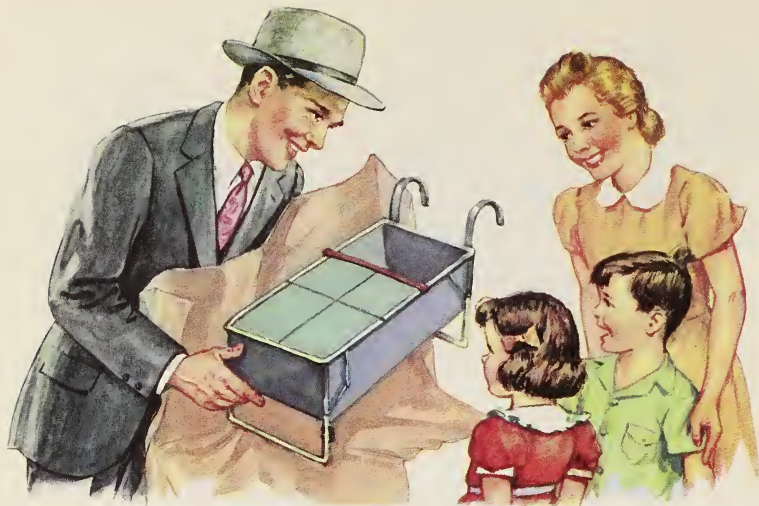
"Is it something for me?" said Tom.

"No," said Father.

"It is not for you."

"I can guess," said Mother.

"It is something for Peter."



Father said, "Yes, Mother.
It is something for Peter.
Now you can all see it."

"I see it," said Susan.

"But I can not guess what it is."

"Come," said Father.

"Come to the car, and you
will see what it is."



"Oh, Father!" said Susan.

"Now I see what it is.

Peter can ride in it."

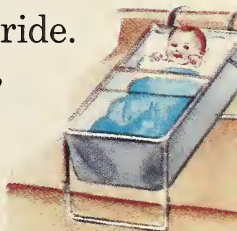
"Yes, Susan," said Father.

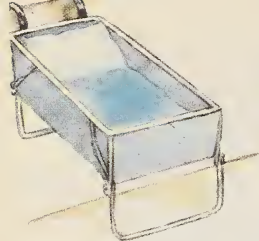
"Peter is in this family now.

He will go where we go.

The family will go for a ride.

And Peter will ride, too."

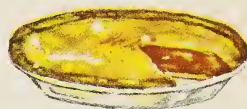
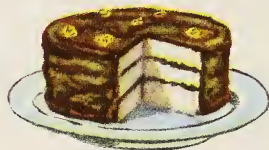




Find something for Peter.



Find something for Peter.



Find something for Peter.

Family Pictures



This is a picture of a family.

Who are in this family?



This is a picture of a family.

Who are in this family?



Tom said, "I can make a picture.
Here is a picture of my family."

Find Mother and Father.

Find Peter and Tom.

Find Susan and Jip.

What is the name of your father?

What is the name of your mother?

Do you have brothers and sisters?

Do you have a dog?

Make a picture of your family.

The Family Works



Good-by, Father

"Good-by," said Father.

"I must go to work now."

"Good-by," said Mother.

"Good-by," said Susan and Tom.

"M-m-m," said Peter.



"Look, Tom!" said Susan.
"All the fathers go to work.
And our father works, too.
Our father works to get money
for this family."



Tom said, "I am big.
I want to go to work.
I must get money for our family."

"You do not have to get money
for our family," Mother said.

"But you can work for our family.
I work for our family.
And I work at home."

Tom said, "Oh, Mother!
Susan and I will help you.
We can all work at home."





Jip Makes Work

"Look, Susan!" said Tom.

"Do you see what I see?"

"Yes, Tom," said Susan.

"And I can guess who did it.

Jip did it.

Oh! Oh! Oh!"

Tom said, "Where is Jip now?
We must find Jip."

"Come, Jip, come!" said Susan.
"Bow-wow," said Jip.

Tom saw the little dog.
"Here you are!" he said.
"Come, Jip, come."





"Oh, Tom," said Susan.

"See what I am doing.

I am helping Mother.

Jip is your dog and my dog.

He makes work for you and me.

But he must not make work
for Mother."

"No, no," said Tom.

"He must not make work
for Mother."



Tom and Susan Help

"Come, Tom," said Mother.

"I want you to go to the store.

I want you to get something
for me.

Something from the store."

"Yes, Mother," said Tom.

"Here I am!

I will go to the store for you."

"Here I am, too!" said Susan.

"I want to go to the store.

Tom can play with Peter.

And I will go to the store."

"No, Susan," said Tom.

"I will go to the store.

You must play with Peter."





“Look at Peter!” said Mother.

“Oh, my! Oh, my!

See what he is doing.

Oh, Susan and Tom!

You said you wanted to help.

But you are not helping.

You are not helping me.

And you are not helping Peter.”

"Oh, Mother," said Tom.

"Susan can go to the store.

And Peter can go, too.

We will all go to the store.

Peter can have a good ride."

"Thank you!" said Mother.

"Thank you, Tom and Susan!

Now you are helping me.

And you are helping Peter, too."





Work at Home

Look at Mother in all the pictures.
See what work she is doing.



Tom and Susan help Mother.

What work is Tom doing?

What work is Susan doing?

What work do you do at home?



Jip Sees Friends

"Bow-wow!" said Jip.

"Bow-wow! Bow-wow!"

"Who is it, Jip?" said Mother.

"Who is it?

Is it one of your friends?

Is it the egg man?

I want eggs from the egg man.

I want to make cookies."

Susan said, "I will see.

I will see who it is."

Susan saw one of Jip's friends.

"Oh, oh!" she laughed.

"You are not the egg man.

You are the milk man.

Mother wants to get eggs
from the egg man.

But she wants milk from you."

"Here it is," said the milk man.

"Milk for you and Tom and Peter."



"Bow-wow, bow-wow!" said Jip.

Susan said, "Who is it
that Jip sees now?"

She went to look.

And she saw the letter man.

"Hello, Jip," said the letter man.

"Here are three letters.

Three letters for this family.

Run, Jip! Run to Susan."



Mother said, "We have our letters.

And we have our milk.

But we do not have eggs.

Where is the egg man?

I want to make cookies.

And I must have eggs.

I must have eggs for the cookies."

"Bow-wow, bow-wow!" said Jip.

"Here is the egg man," said Susan.

"Hello, Jip," said the egg man.



"Oh, Mother!" laughed Susan.

"The letter man is Jip's friend.

The egg man is Jip's friend, and
the milk man is Jip's friend."

"Yes," said Mother.

"They are all Jip's friends and
our friends, too.

They are all good helpers.

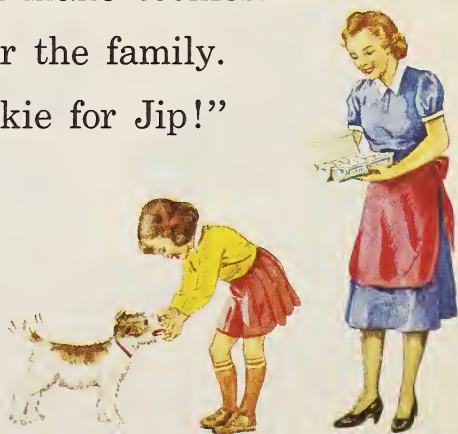
Now we have our letters.

And we have milk and eggs.

Now I can make cookies.

Cookies for the family.

And a cookie for Jip!"



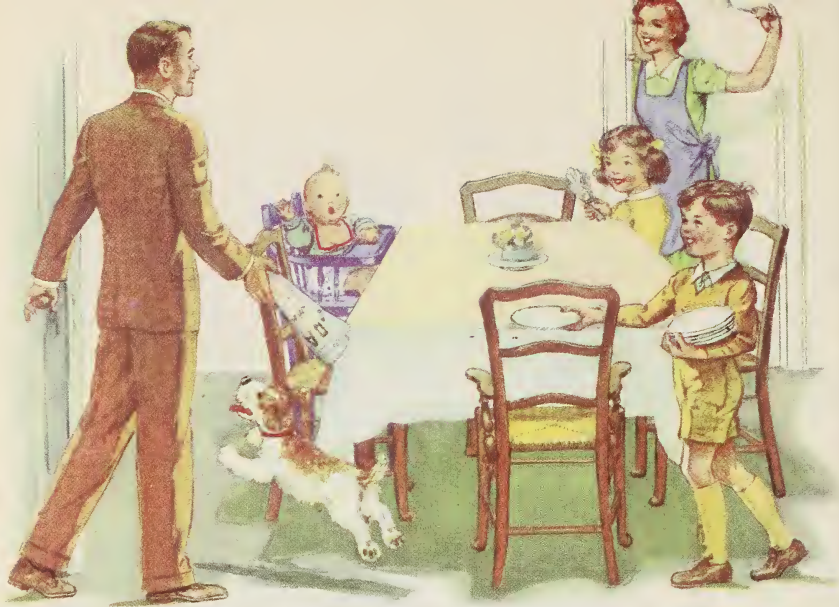


Four Family Helpers

One, two, three, four helpers!

How are they helping?

Who helps your family?



Home from Work

"Father is home!" said Tom.

"Father is home from work."

"Hello, Father," said Susan.

"Hello, Father," said Mother.

"M-m-m," said Peter.

"Bow-wow!" said Jip.

"We can eat now," said Mother.

"Father is home from work.

Come, Tom and Susan.

We will eat our dinner."

The family ate and ate.

"This is a good dinner," said Father.

"Thank you, Mother.

Thank you for the good dinner."



"Oh, Father," said Mother.

"You must thank the children, too.

Our children help get dinner.

They are good helpers."

"Thank you, Tom and Susan,"
said Father.

"Thank you, Peter."

"Oh, Father," said Susan.

"Peter can not help get dinner.

He is a baby."



Father laughed and laughed.

"Yes, Susan," he said.

"Peter is a baby.

He makes work for Mother.

He can not help.

But we can help Mother.

We can help Mother now.

I am a good helper, too."



Father Works

Father is a good helper.

Look at the pictures.

Tell how Father helps at home.





Father works at the store, too.

Tell what Father is doing.

Father gets money for this work.

The money helps Mother and Peter.

The money helps Tom and Susan.



How Money Helps

What is Father doing for Susan?

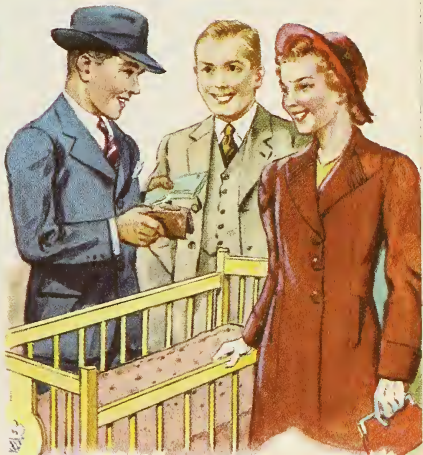
Tell what Father is doing for Tom.



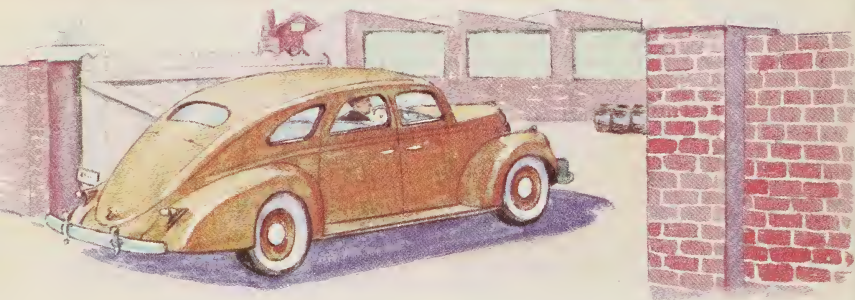
What is Father doing for Peter?

What is Father doing for Mother?

Tell how money helps the family.



Look at the pictures and tell
how money is helping the family.
Tell how money helps you.



Fathers Go to Work

Look at the pictures.

Tell how the fathers go to work.



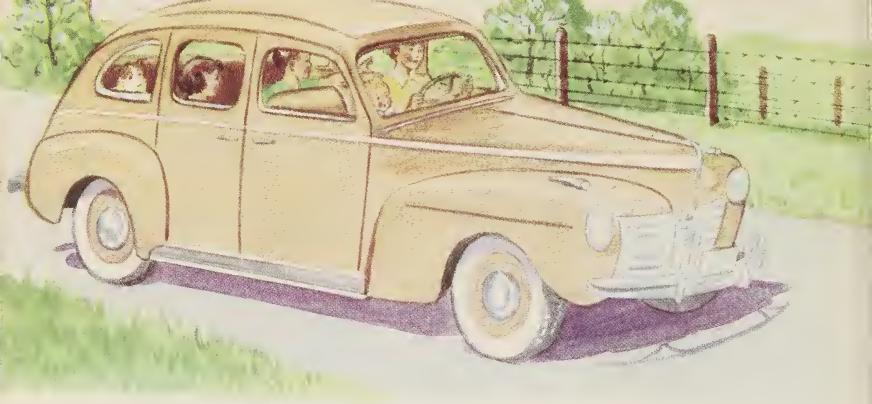
Work! Work! Work!
See the fathers work.
What work are they doing?



Here are four fathers.

What work are they doing?

At
Grandfather's Farm



Away to the Farm

Away went Susan and Tom and Jip.

Away went Peter and Mother.

Away to Grandfather's farm.

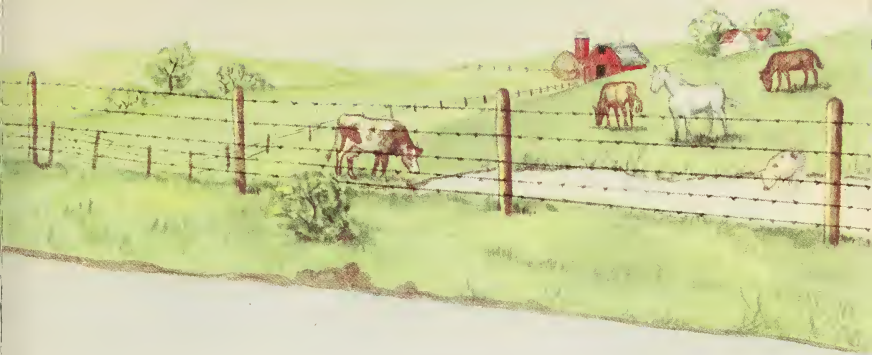
Tom said, "Soon we will see
Grandfather's farm.

And we will see the farm animals.

We will see Grandfather's horses.

We will see pigs and cows.

We will see baby animals, too."



On and on went the car.

"I see a cow," said Susan.

"But it is not Grandfather's cow."

"I see three horses," said Tom.

"But they are not
Grandfather's horses."

"I see a pig," said Susan.

"But it is not Grandfather's pig."

On went the car.

Soon Mother said, "Look, look!

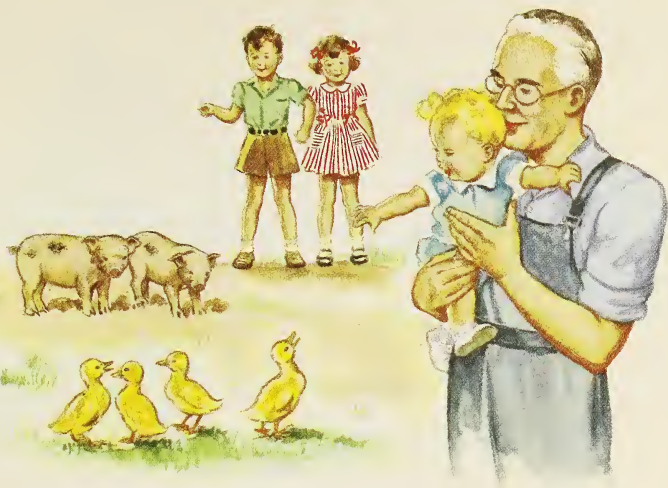
I see a big red barn.

And it is Grandfather's red barn.

Here is Grandfather's farm.

And here are Grandmother and
Grandfather."





Peter Sees the Farm Animals

Tom and Susan went to the barn.
Grandfather and Peter went, too.
They went to see the farm animals.

“Look, Peter,” said Grandfather.

“See the baby animals.

See the baby pigs and ducks.”

“M-m-m,” said Peter.

"Look, Peter," said Grandfather.

"See the baby chickens.

The pretty yellow chickens."

Peter wanted a baby chicken.

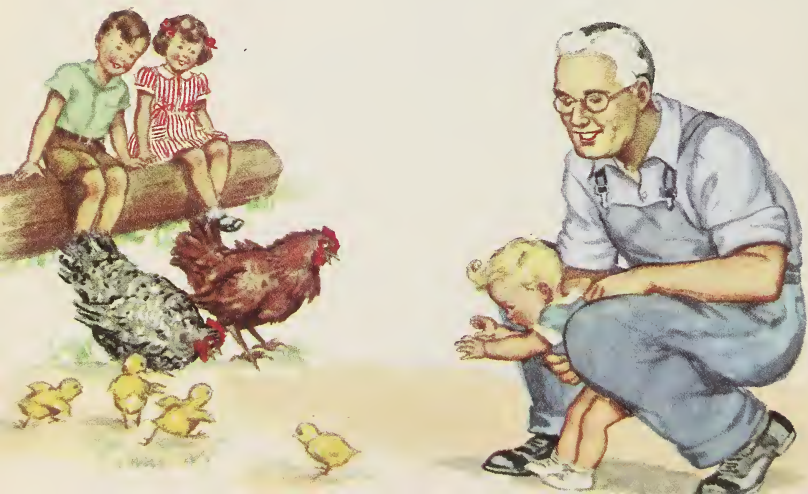
"M-m-m, m-m-m," he said.

The mother hens saw Peter.

They saw what he wanted.

Cluck, cluck, cluck they went!

Cluck, cluck, cluck!





Mother and Grandmother came out to get Peter.

"Come, Peter," said Mother.

"Say good-by to Tom and Susan. You and I must go home now."

"M-m-m," said Peter.

Tom said, "Peter wants something. He wants a little yellow chicken. He wants to play with it."

"Oh, Peter," laughed Grandmother.

"The mother hens do not want you to play with the baby chickens.

You can not have baby chickens.

But the hens have eggs for you.

Good eggs for you to eat.

See the big white eggs for Peter."

"M-m-m," said happy little Peter.

"M-m-m."





Jip Helps Grandmother

"Look, Grandmother," said Susan.

"Jip wants to help."

"Go away, Jip," said Grandmother.

"You can not help."

"No, no, Jip," said Susan.

"You can not help.

Dogs can not do this work.

Go away! Go away!"



Soon Grandmother saw a black hen
come into the yard.

“My, my!” said Grandmother.

“See that hen in the yard.

Run, Susan, run!

Make the hen go away.”

Away went Susan.

And away went Jip.

“Go away, black hen,” said Susan.

“Go away!”

"Bow-wow!" said Jip.

"Bow-wow! Bow-wow!"

He ran at the black hen.

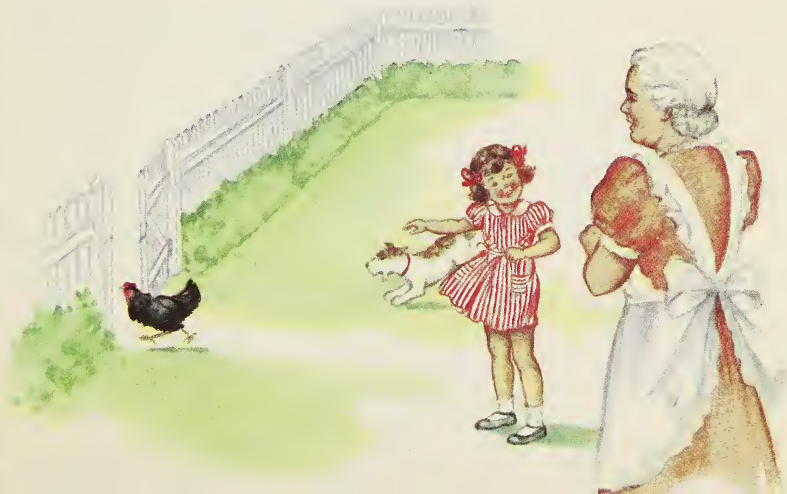
And the black hen ran away.

"My, my!" laughed Susan.

"See that hen run out of the yard.

Jip did help.

He is a good, good helper."





Susan Helps Grandmother
Tell how Susan helps at the farm.



Helping Grandfather Milk

"Oh, Grandfather," said Tom.

"We want to help you."

Grandfather laughed.

"You are good helpers," he said.

"And you can help me now.

I want to milk soon.

You can go and find the cows
for me."

Away ran Tom and Susan
to find the cows.

They looked and looked.

They saw a little white rabbit.

The rabbit went hop, hop, hop.

“Oh, little rabbit!” said Susan.

“Where are Grandfather’s cows?”

Away went the rabbit.

Hop, hop, hop!

He did not help at all.





The children saw a mother duck
and four little yellow ducks.

“Oh, Mother Duck,” said Susan.

“We want to find the cows.

Where are they?”

“Quack, quack!” said Mother Duck.

“Quack, quack, quack!”

And away went Mother Duck
with the four little yellow ducks.

She did not help at all.



"Look, Susan," said Tom.

"I see Grandfather's cows now.

And there is Pony Boy, too."

"Pony Boy can help," said Susan.

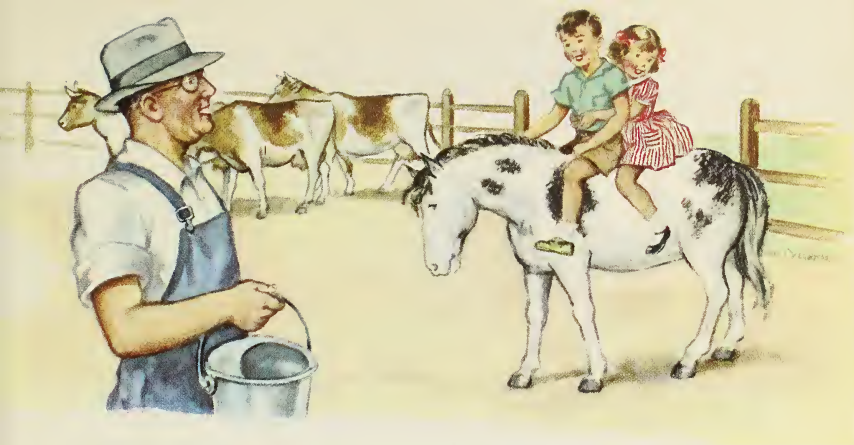
"We can ride to the barn
on Pony Boy.

He did not help find the cows.

But he can help now."

Away they went with the cows.

Tom and Susan on Pony Boy.



Soon they all came to the barn.

"Look, Grandfather!" said Tom.

"We came home on Pony Boy.

So we came fast.

Pony Boy is a good helper."

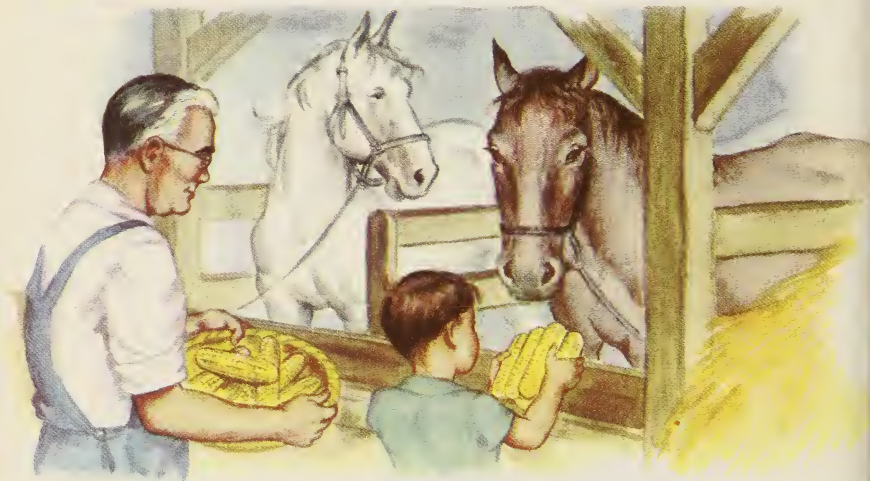
Grandfather said, "Well, well!

You did come fast.

Thank you, Tom and Susan.

Thank you, Pony Boy.

Now I will milk the cows."



Work at the Farm

Tom is helping Grandfather.

What work are they doing?



Jip's Letter

"Run, Tom, run!" said Susan.

"There is the letter man."

Susan and Tom ran fast.

And Jip ran fast, too.

Bump! Susan ran into Jip.

Bump! Tom ran into Susan.

Bump! Down went Susan and Tom.

But Jip ran on.





Jip ran to the letter man.

"Hello, Jip," said the letter man.

"Did you come for a letter?

Here is one for you.

It is for Susan and Tom White.

And for Jip White, too."

"Bow-wow!" said Jip.

Away he ran with the letter.

He ran to Tom and Susan.



The children looked at the letter.

They laughed and laughed.

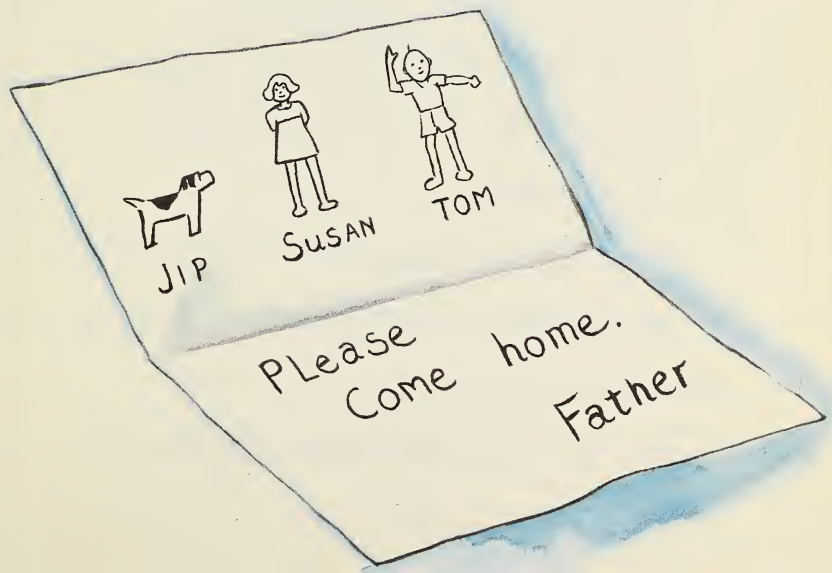
"Look, Jip," said Tom.

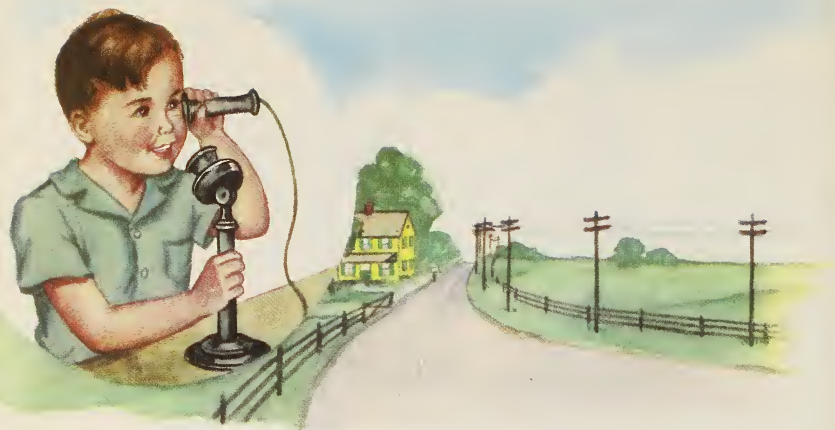
"See the funny letter from Father.

This letter is for you, too.

Can you see what Father wants?

Susan and I can see."





A Ride with the Chickens

Tom wanted to talk to Father.

"Hello, Father," said Tom.

"I have something to tell you.

You do not have to come here
for Susan and me.

We will ride home with Grandfather.

Grandfather must go to the store
with chickens.

We will ride with the chickens."



"Well, well!" said Father.

"You will like that.

You will like to ride
with the chickens.

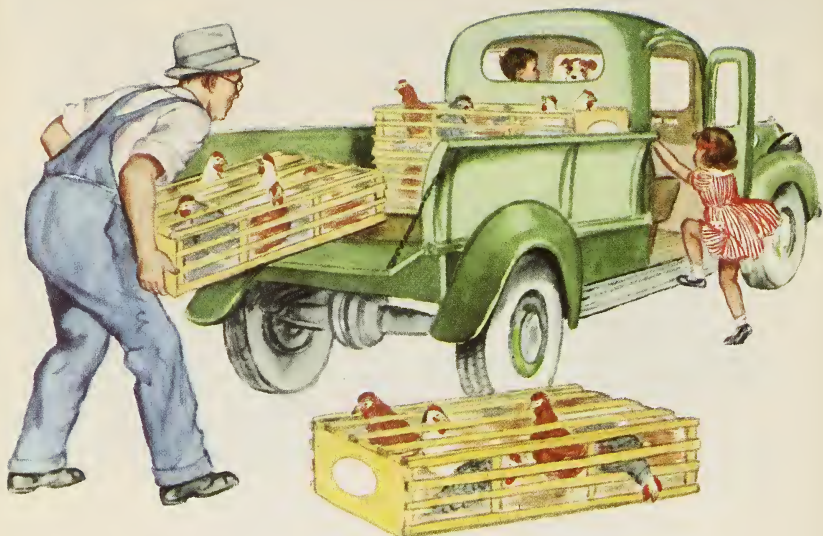
Say hello to Grandfather.

Say hello to Grandmother.

Say hello to Susan and Jip.

I will see you soon.

Good-by, good-by."



Up, up went Susan.

"Oh, Grandfather!" she said.

"It is fun to ride up here.

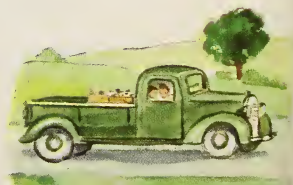
It is fun to go home like this.

I like to ride with the chickens."

Away went Tom and Susan.

Away went Jip.

Home! Home! Home!



The New Home



Father Wants a New House

"My, my!" said Father.

"This room is too little
for our big family.

Look! Look!

Two brothers and one sister.

One mother and one father.

One dog and three dolls.

This family must have a big house.

A big house with big rooms in it."



Tom said, "Will the new house
have a play room?

And a bed room for Peter and me?"

Susan said, "Will it have a yard?

And a bed room for me?"

"Yes," said Father.

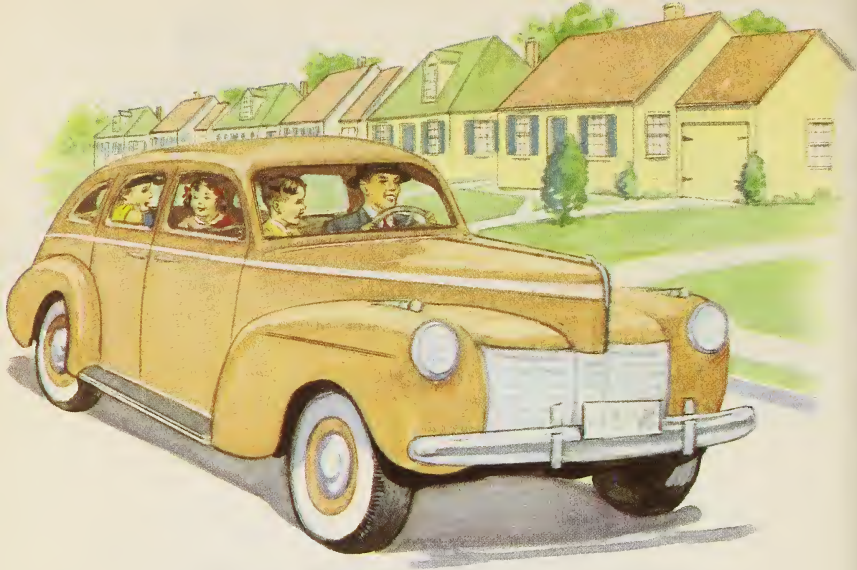
"We will find a big house.

It will have a play room.

It will have a big yard.

It will have three bed rooms.

We will go and find it now."



The New House

Away went the White family
to find a new house.

Away they went in the car.

They looked and they looked.

They looked and they looked.

But they did not find a house
that they wanted.



“There is a big house,” said Tom.

“Yes,” said Mother.

“That is a big, big house.

But it is not for one family.

And there is no yard.

We want a home with a yard.”

“Yes,” said Tom and Susan.

“We want a home with a yard.”

So on and on went the car.



"There is a house with a yard,"
said Susan.

"But it is not pretty.
We want a pretty house."

"Yes," said Father and Mother.
"We want a pretty house.
We do not want that one.
That house is not our new home."

"No," said Tom and Susan.
"That is not our new home."
So on and on went the car.



“There is a pretty house,”
said Susan.

“I like that house.”

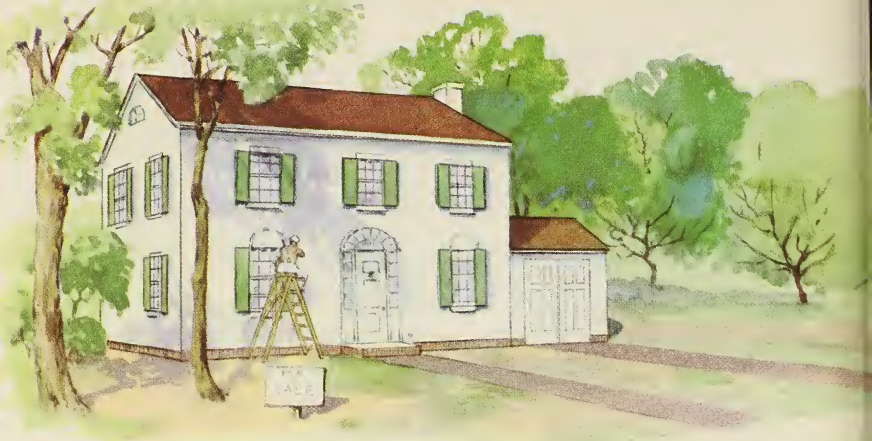
“I like it, too,” said Father.

“But this family can not have
that house.

A family is in that house now.

We must find a house
with no one in it.”

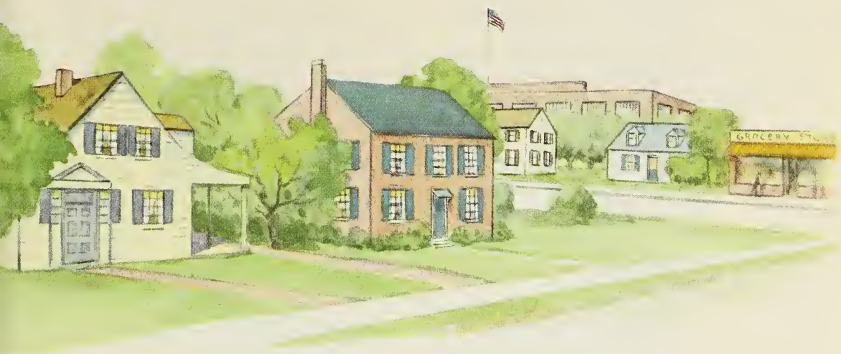
So on and on went the car.



Soon Tom said, "Look!
There is a house for one family.
And there is no family in it.
That is a new house, too.
I see a man at work on it."

"It is a pretty house," said Susan.
"It is a big house with a big yard.
I like that house."

"So do I," said Father.



"I can see a school," said Susan.

"We will not have to ride to school
in the car."

"And see the store," said Mother.

"You children can go to the store
for me."

They all went into the new house.

They saw all the rooms.

And they all wanted that house
for a home.



In the New House

See this man work
in the new house.

What is he doing?



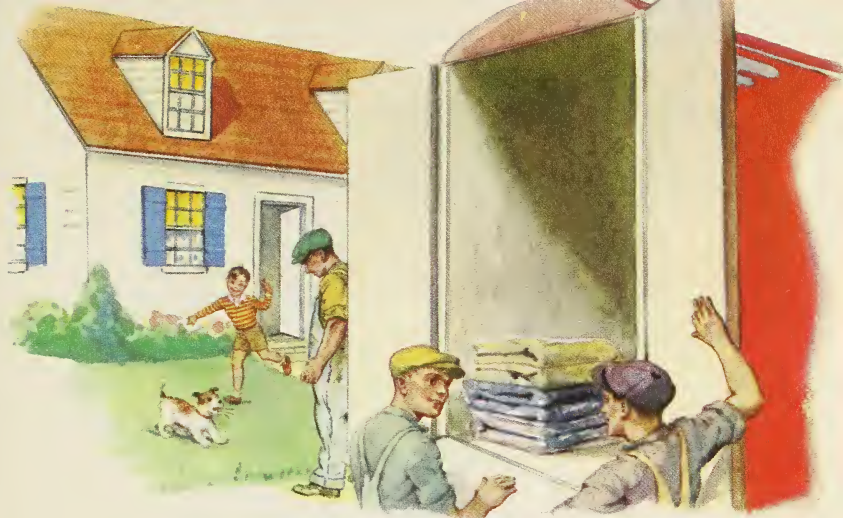
See this man work.

What is he doing?



See this man work.

Tell what this man
is doing.



A Funny Ride

“Bow-wow!” said Jip.

“Bow-wow! Bow-wow!”

“No, no, Jip,” said Tom.

“Do not run at that man.

He wants to help our family.

He wants to help our family go
from this house to the new house.”



"I can help," said Susan.

"Here are my toys.

They must go to the new house.'

"We are all helping," said Tom.

"Look at Jip!

He is helping, too.

Jip is a good helper."

Soon Father came with Jip's house.

"Jip's house must go, too," he said.

A man came to get it.

"There is room for it here,"
said the man.

"It will go up here."

Jip ran at the man.

"Bow-wow!" he said.

Jip wanted to say, "No, no.

You can not have my house."



"Your house must go, Jip,"
Tom said.

"Your house must go
to our new house."

"Bow-wow," said Jip.

He did not want it to go.

"Yes, Jip," Father said.

"Your house must go for a ride.

But you can ride with it.

Jump up, Jip.

Ride away to your new house."





Away they all went.

Away to the new house.

"Look, Jip," said Tom.

"Here we are at the new house.

This is our new home.

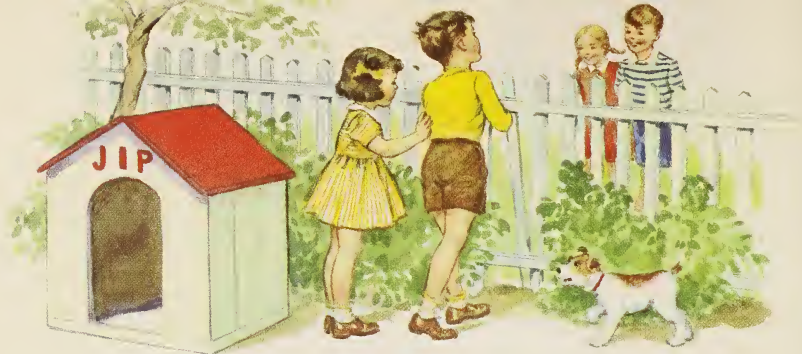
And it is your new home, too."

Soon Jip's house was in the yard.

Jip ran and sat in it.

"Bow-wow!" said happy little Jip.





New Friends

Tom and Susan and Jip
went out to play in the yard.

They saw a boy and a girl.

"Hello," said the boy.

"I am Jack.

This is my sister, Jane."

"Hello," said Tom to the children.

"My name is Tom.

This is my sister, Susan.

And this is our dog, Jip."

"Look at Jip now," said Susan.

"He sees something."

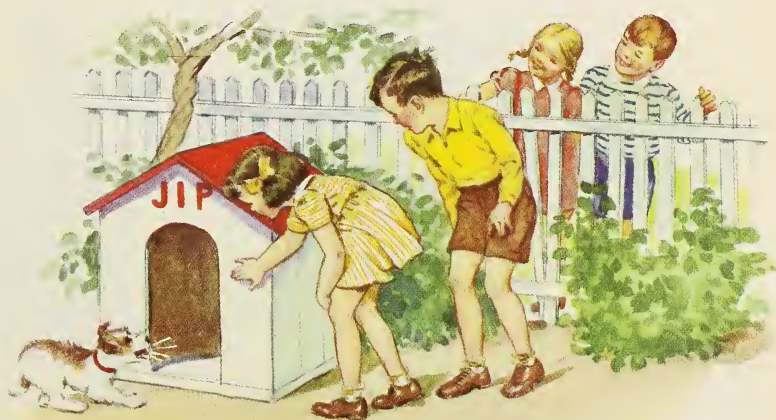
"Bow-wow, bow-wow!" said Jip.

Mew, mew, mew went something
in the dog house.

Mew, mew, mew!

Susan said, "Jip sees a cat.

There is a cat in Jip's house."



"Look, look!" said Tom.

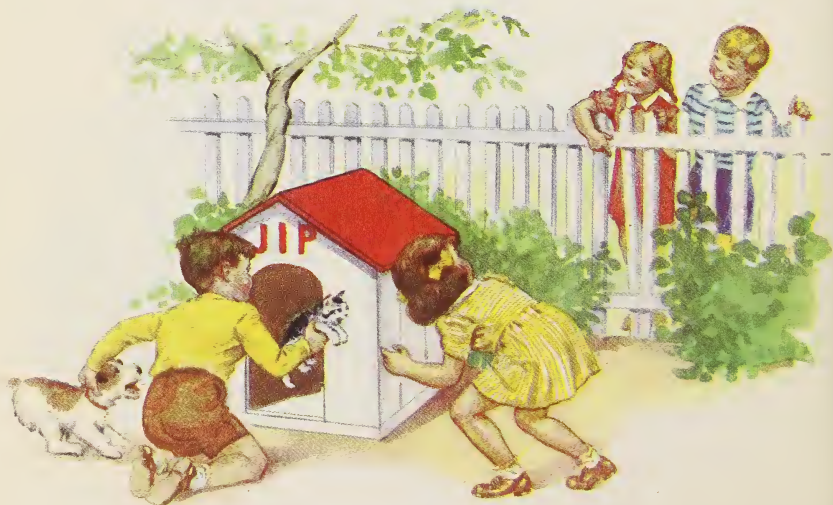
"It is not a cat.

It is a pretty little kitten
with a white tail.

Where did it come from?"

"It came from our yard,"
said Jane.

"It must have come in here."



"Yes," said Jack.

"It ran under here.

It is our kitten.

But we have four kittens now.

So you can have this one."

Soon Mother came out.

Tom said, "Oh, Mother.

We have two new friends.

They are Jack and Jane.

And this is our new pet.

They say that we can have it."



Mother said, "A kitten is a good pet for children.

But not all dogs like cats and kittens.

Will Jip like your new pet?"

"We can see now," said Tom.

"Look at Jip's tail.

See Jip's tail go.

Jip likes the little kitten.

Now we are all friends.

Thank you, Jack and Jane.

Thank you for our new pet."



Rooms in the New Home



What room is this?

What will the family do here?



What room is this?

What will the family do here?



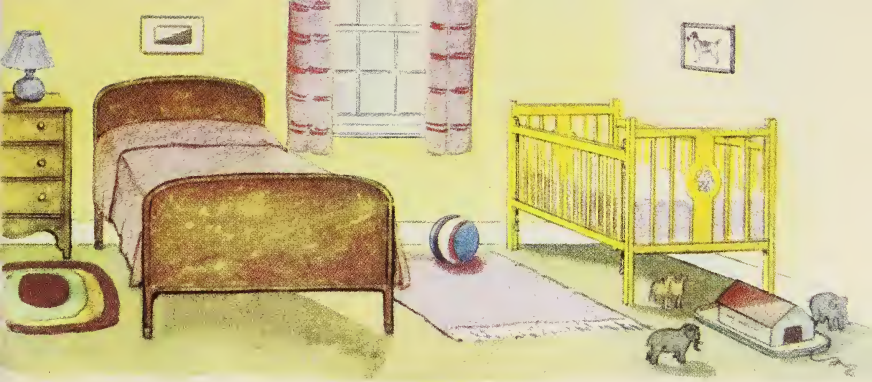
What room is this?

What will Mother do here?



This is for a girl who likes blue.

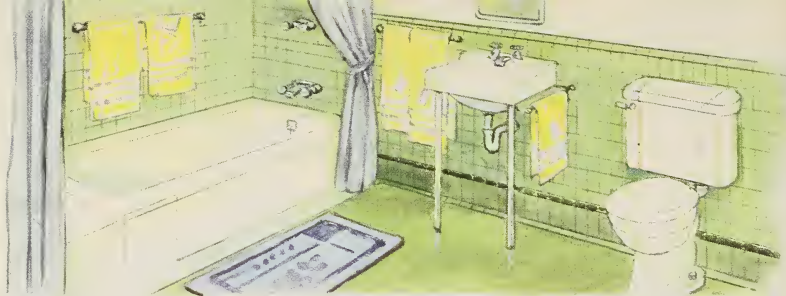
Guess who the girl is.



This is a bed room for two brothers.
Tell the names of the two brothers.



See this pretty bed room.
What bed room is this?



What room is this?



The family will have fun here.
How will they have fun?

Fun
at Home



Dinner in the Yard

"Come to dinner," said Father.

"Come, Mother and Susan.

Come to dinner, please.

Tom and I can get this dinner."

"Yes, Mother and Susan," said Tom.

"You do not have to work at all."

“What fun! What fun!”
said Mother and Susan.

And they sat down to eat
the good dinner.

Soon Father and Tom sat down
and ate, too.

They all ate and ate.

Peter was in bed.

So Peter was not there.

But Jip was there.

And so was the little pet kitten.





“Look, look!” said Mother.

“We must go into the house now.

Run fast!”

So they ran into the house.

Susan went in, too.

But she did not want to go in.

“Oh, Mother,” she said.

“I wanted to eat in the yard.

It was fun to eat out there.”



"We can not eat in the yard now,"
said Mother.

"But we can eat in here.
See what I have for you."

"Oh, Mother," said Tom.

"That looks good!"

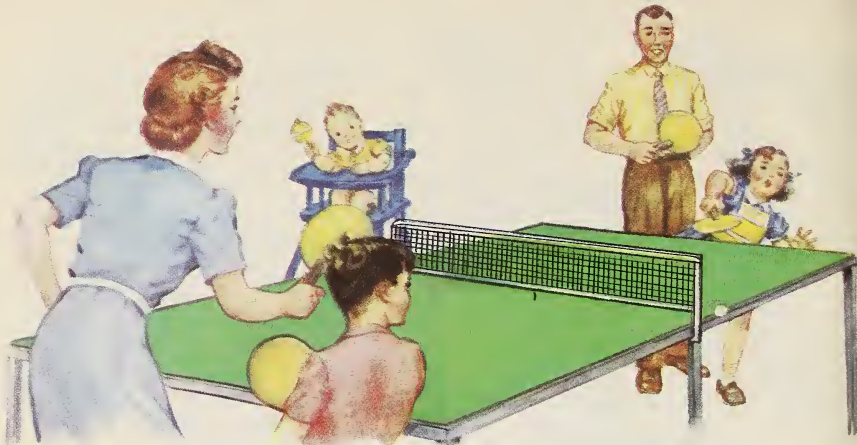
And he sat down to eat.

Mother and Father and Susan
sat down to eat, too.

"I like this," said Susan.

"It is fun to eat in the yard.

But it is fun to eat in here, too."



Fun in the Play Room

Away went the ball.

Bump! Bump! Bump! Bump!

Here! There! Here! There!

"Oh, oh!" laughed Susan.

"I can make the ball go.

But not where I want it to go."

"That was fun," said Tom.

"What can we do now?"

"I can make pictures," said Father.

"Pictures of funny animals.

Guess what this picture is."

"I can guess," said Susan.

"It is a picture of a pig."

Tom said, "No. It is a horse."

And Mother said, "It is a cat."

"No, no, no!" laughed Father.

"It is a picture of a black dog."



Soon Mother said, "Come, Peter.

To bed! To bed!

Peter must go to bed now."

"Good-by," said all the family.

"Good-by, Peter, good-by."

"M-m-m," said happy little Peter.

"Oh, Peter," laughed Tom.

"You can make a picture, too.

A picture of a little rabbit."





Family Fun

Tell how you have fun at home.



Fun with Friends

What are the girls doing
with the blue and yellow balls?

Jane wanted the blue ball
to go under something.

But the blue ball did not go
under it.

Now Susan wants the yellow ball
to go under something.

Find what it must go under.



Jip Plays School

Susan wanted to play school.

But Tom wanted to play ball.

"Please play school with me,"
said Susan to Tom.

"No," said Tom.

"I want to play ball.

I will play ball with Jip."



“I will play school with my dolls,”
said Susan.

“Oh, Susan,” laughed Tom.

“Your dolls can not play school.

They can not talk.

They go ma-ma, ma-ma.

All they can say is ma-ma,
ma-ma, ma-ma.

Children do not say that at school.”

"You will see," she said.

"I can play school with my dolls."

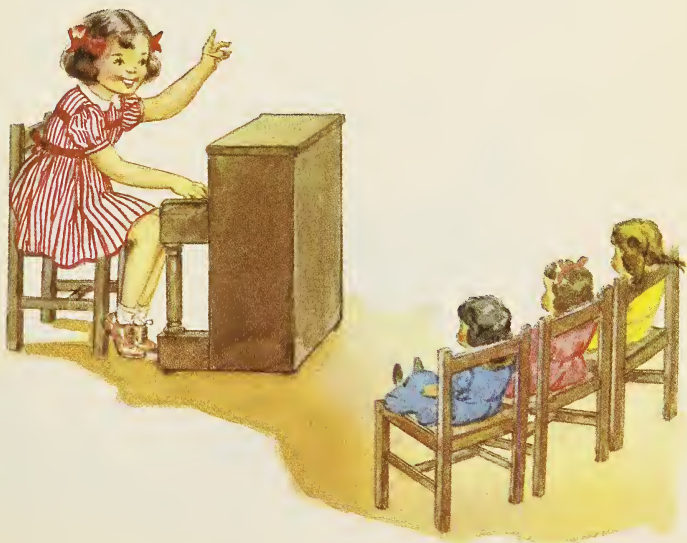
Susan sat down.

She looked at the dolls.

"Come, children," she said.

"Now we will have fun at school.

Do what I do."



Tom laughed at Susan and the three dolls.

"That is fun for you," he said.

"But Jip and I can have fun, too.

Here, Jip!

Come and jump.

Jump for the red ball."

But Jip did not jump.

He did not look at the red ball.

He looked at Susan and the dolls.

And he ran to Susan.



"Oh, Tom," laughed Susan.

"This is funny.

Jip wants to play school, too.'

Tom laughed and laughed.

"Yes, Susan," he said.

"You and Jip and the dolls
all like to play school.

So I will play school, too.

I will do what you and Jip
want to do."





Peter Is a Little Boy

"Look, Peter," said Mother.

"See what I have for you.

Oh, Peter.

You are not a baby now.

You will have a birthday soon.

Now you are a little boy."



"Well, well," said Father.

"See the little boy."

"Oh, Father!" said Tom.

"Peter will have a birthday soon.

Susan and I have money.

We must go to the toy store
and get something for Peter."



Father and Tom and Susan
went to the toy store.

They saw little toy horses and
little toy dogs.

Big boats and little boats.

Red boats and blue boats.

They saw dolls for the girls and
cars for the boys.

They saw all the toys in the store.

"See all the toys," said Tom.

"What can we get for Peter?"

"Not a boat," said Susan.

"Peter is too little for boats."

"Not a car," said Tom.

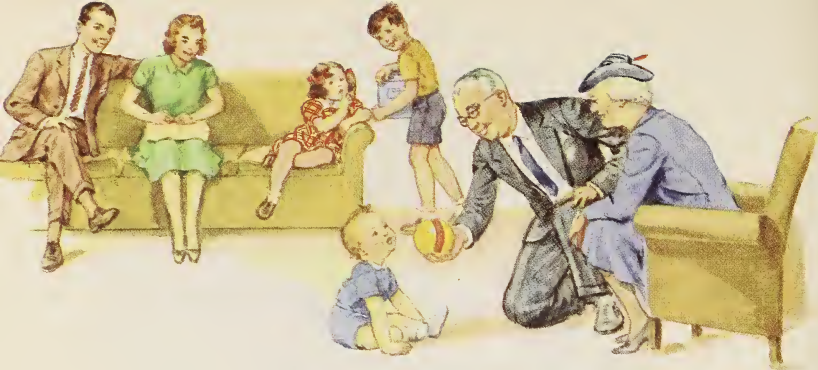
"Peter is too little for cars.

What can we get for Peter?"

What did they get for Peter?

Can you guess?





A Birthday for Peter

“Happy Birthday, Peter!”
said Grandmother.

“Happy Birthday, Peter!”
said Grandfather.

“See what we have for Peter.”

“M-m-m,” said Peter.

“My, my,” said Grandmother.

“Peter wants to talk.

But he can not talk.”

"Here, Peter," said Mother.

"Happy Birthday to you."

"Oh, look at Peter," said Susan.

"Peter likes that toy.

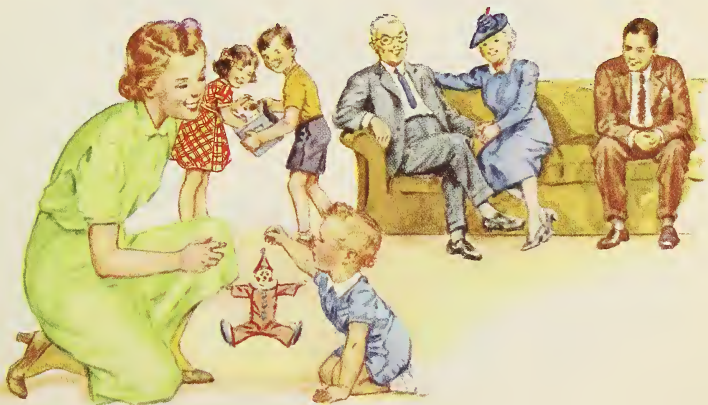
He can make it jump."

Jump, jump went the toy.

"M-m-m," said Peter.

"Funny little Peter," said Mother.

"How he wants to talk."





“Look, Peter,” said Tom.

“See what your brother and sister
have for you.

A little toy dog with a funny tail.

A funny little white tail.

It looks like our little pet dog.”

“M-m-m,” said Peter.

“Jip!”

"Oh, Mother," said Susan.

"Peter can talk!"

"Oh, Peter!" said all the family.

"You can talk.

You can say Jip."

"What a happy birthday,"
said Grandmother.

"Peter is not a little baby now.

Peter can talk."



TO THE TEACHER

Peter's Family is the second social-development book in the *Social Studies Program* of the Curriculum Foundation Series. The understandings and the behavior traits emphasized in each unit are listed on pages 125-128. There are 179 different words in *Peter's Family*, each of which is used at least five times. Of these words 79 were introduced in *Tom and Susan*, the preceding book of this program. The 100 words listed below are new in *Peter's Family*. For children who have completed *Fun with Dick and Jane*, the Primer of The Basic Reading Program of the Curriculum Foundation Series, only the 24 words printed in boldface type in the list below will be new.

Vocabulary List

5 new	29 doing	58 hens	91 was
6 home	30 helping	59 cluck	92 sat
7 fun	31 store	59 came	92 girl
8 —	32 from	60 say	93 Jane
8 wanted	33 —	60 happy	93 mew
9 will	34 with	61 —	94 cat
9 went	35 good	62 into	94 kitten
10 too	36 thank	63 yard	95 tail
10 but	37 she	64 ran	95 pet
11 laughed	38 —	65 —	96 under
11 sister	39 egg	66 —	96 —
12 brother	40 man	66 looked	97 —
13 who	41 Jip's	67 rabbit	98 —
13 name	42 milk	67 quack	99 —
14 please	43 that	68 there	100 —
14 Dick	44 letter	69 boy	101 —
15 friend	45 —	69 so	102 —
15 yes	46 they	70 well	103 —
16 our	47 helpers	71 —	104 —
16 Peter	48 four	71 bump	105 —
17 White	49 how	72 —	106 —
17 guess	50 —	73 —	107 —
18 no	51 dinner	74 talk	108 —
18 all	52 ate	75 like	109 —
19 ride	53 children	76 —	110 —
20 he	54 —	77 —	111 —
21 —	55 tell	78 room	112 ma-ma
21 pictures	56 —	79 dolls	113 —
22 of	57 —	80 bed	114 —
22 your	58 —	81 —	115 —
23 dog	59 —	82 —	116 birthday
24 —	60 —	83 —	117 —
24 good-by	61 Grandfather's	84 —	118 —
25 must	62 soon	85 school	119 —
25 money	63 horses	86 —	120 —
26 am	64 on	87 —	121 —
27 at	65 barn	88 toys	122 —
27 did	66 ducks	89 —	123 —
28 saw		90 —	
28 bow-wow			

CONTRIBUTIONS TO UNDERSTANDINGS AND BEHAVIOR TRAITS

In guiding the social development of children we are concerned with two aspects of growth. On the one hand we must consider desirable patterns of acting and reacting in democratic group living. On the other hand we must give attention to the understandings out of which attitudes and behavior grow.

*Peter's Family*¹ and its accompanying guidebook present learning experiences which will help children move from dependence on others toward independence in solving problems involved in group living. This program contributes to children's social growth in moving from absorption in self toward concern for and service to others. It promotes appreciation of the interrelationship of individuals in family, neighborhood, school, and community groups, and guides children in carrying their share of responsibility in such groups.

The stories provide a springboard for discussion, dramatic play, and other learning activities which contribute to significant understandings and behavior traits. Children find it easy to identify themselves with Tom and Susan, the central characters in the stories, because the problems met by these characters are similar to those which children of this age meet from day to day.

The first unit centers attention on the new baby in the family group of which Tom and Susan are a part and emphasizes the family as a unit including children, parents, and grandparents. Unit Two focuses on the work of different members of the family and stresses helpfulness and coöperation in carrying on the work of the home. In Unit Three the family goes to Grandfather's farm, and the emphasis shifts to work and play on the farm. The fourth unit is concerned with finding a larger home for the family and with the adjustments involved in moving to a new neighborhood. In the final unit the family enjoys the new home, and once more Grandfather and Grandmother come to visit and participate in the celebration of Peter's first birthday.

¹ Other books in this program are *Tom and Susan* (Primer), *Hello David, Someday Soon*, *New Centerville*, and *Cross-Country*, published by Scott, Foresman and Company.

UNDERSTANDINGS

UNIT ONE—The New Baby (pp. 5-22)

A new member adds to the sum total of family happiness and love.

Families vary in size and membership. A pet has a definite relationship in the family to whom it gives its loyalty.

Each family has a last name that is common to each member of the family.

Each member of the family has a first name which is chosen for it by other members of the family.

Each member of the family has particular spheres in which his wishes should be respected.

Individuals have needs which must be recognized.

Participation in family pleasures is a right of each individual and increases the enjoyment of the whole group.

UNIT TWO—The Family Works (pp. 23-52)

Different members of the family have special duties.

Money is necessary to family welfare but is not the only standard or criterion of accomplishment.

Pets may make extra work.

Quarrelsome children make an unhappy home.

BEHAVIOR TRAITS

Welcoming and accepting a new baby in the family.

Being considerate of the wishes and opinions of other members of the family.

Exhibiting good humor in adjusting to wishes and opinions of others.

Setting aside personal preferences in favor of the member of the family most fitted to make a decision.

Taking pleasure in the purchases necessary for including a new baby in the family group.

Sharing responsibility in the work of the home.

Assuming responsibility for the work created by a pet.

UNDERSTANDINGS

True helpfulness and coöperation lie in doing the task most needed rather than in doing what will give the most personal pleasure at the moment.

People who bring services to the family are an integral part of family life, and should be shown friendliness and consideration.

A new baby makes work, but this work may be shared by all.
Most fathers in the city live at some distance from work and must use trains, streetcars, or automobiles.
Not all fathers do the same work.

UNIT THREE—At Grandfather's Farm (pp. 53-76)

The farm is isolated from town.
The farm is a home for animals as well as for humans.

Pets and helpless animals should be protected from babies and smaller children.

Pets are not work animals, but on a farm a pet can be helpful in certain ways.

The rural mail carrier is a communication link between the farm and other distant homes.

The telephone is a communication link between farm and other homes.

The farm is a business as well as a home.

BEHAVIOR TRAITS

Adjusting cheerfully to a situation in which personal desires conflict with what is needed.

Showing friendliness and consideration for people bringing services to the family.

Sharing responsibility for the work that a new baby in the family creates.

Adjusting happily and helpfully to the demands of a new environment when visiting.

Protecting pets or helpless animals from smaller children.

Exhibiting courtesy and consideration when using the telephone.

UNDERSTANDINGS

UNIT FOUR—The New Home (pp. 77-100)

The family collaborates in choosing a house.

There are variations in kinds of dwellings within one community. Specialized workers are necessary to construction of dwellings.

Moving from one home to another creates work and presents problems.

Friendships outside the family circle are highly desirable.

Children should feel responsible for introducing themselves and other members of the family to new acquaintances.

UNIT FIVE—Fun at Home (pp. 101-123)

Families enjoy picnics.

Families enjoy playing games together.

Families take joy in marking growth and development of individual members.

A gift should be chosen wisely and in accordance with the needs and desires of the one to whom it will be given.

Families enjoy the birthday celebrations of individual members of the family.

BEHAVIOR TRAITS

Adjusting to group welfare when choosing a new home.

Contributing to the work involved in moving to a new home.

Making friends in a new neighborhood.

Introducing self and other members of family to new friends. Accepting gifts graciously.

Enjoying family picnics and participating wholeheartedly in them.

Enjoying games the family play together.

Adjusting to differences that arise between brothers and sisters. Acquiescing to defeat good-naturedly.

Taking pleasure in purchasing gifts for other members of the family.

Enjoying and participating wholeheartedly in the celebration of a baby's birthday.

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